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ABSTRACT

The document provides a guide to implementing a 2 day workshop designed to enhance administrators' and classroom teachers' awareness and understanding of P.L. 94-142 (the Education for All Handicapped Children Act) and the least restrictive environment (LRE) concept and to improve attitudes regarding the education of handicapped students in general education classrooms. First day activities deal with the rights of students and clarification of teaching values through self awareness activities. Second day activities begin with an introduction to individual attributes; then, through various small group activities, focus shifts to handicapped individuals. A discussion of P.L. 94-142 follows, and the LRE requirement of the law is explained. Additional activities focus on sharing the participants' understanding of and attitudes toward serving handicapped individuals in the regular classroom setting. The final activity allows the participants to actually design a LRE. Each workshop contains instructions to the facilitator, module objectives, a script to be followed for presentation, and masters of handouts and overhead transparencies needed to conduct the workshop.
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MEETING the LEAST RESTRICTIVE ENVIRONMENT CHALLENGE:

PRELIMINARY CONSIDERATIONS for EDUCATORS

An Inservice Training Package

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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1979

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OVERVIEW

In the past two decades, the American society has witnessed and been involved with dramatic events which have increased the level of awareness concerning equality. We became conscious of the fact that blacks had little opportunity to participate in the "American dream". We realized that American Indians and women had practically no more control over their destiny than a century earlier. We had difficulty admitting that Americans were involved in activities which suppressed the rights of other societies throughout the world. We reluctantly faced the fact that American citizens handicapped as a result of birth defect or a later mishap faced a future of mere existence.

As has been the case so often in the two hundred years the democracy has been growing and changing, action taken by the populace or a segment thereof has evolved into legislation via the process of representative government. In fact, so much legislation has emerged in recent years that the average citizen can hope, at best, to be familiar with only a fragment of that which is bound to effect her or his life.

As should be expected, a major arena for both implementing laws regarding equality and disseminating pertinent information is the public school. After all, the most important reason for free, public education is to provide <u>each</u> citizen with the skills to participate and achieve success in the society.

It is this fundamental principle, coupled with the evergrowing amount of legislation which directly effects schools, that makes it essential for teachers and administrators to become familiar with Public Law 94-142, the Education for All Handicapped Children Act, and how to implement certain aspects of it. Such familiarity requires individual effort such as reading related literature as well as direct involvement in workshops, seminars and courses which focus on the relationship of the rights of handicapped and non-handicapped youth, teacher awareness and introspection and the law.

With these concepts in mind, this "awareness" workshop, designed to be presented primarily to general education teachers, consultants and administrators, was developed. The goals of the workshop are:

1. To enhance administrators and classroom teachers' awareness and understanding of P.L. 94-142 and the least restrictive environment concept..

2. To enhance administrators and classroom teachers' awareness and understanding of their attitudes regarding educating handicapped students in general education classrooms.

NOTES TO THE FACILITATOR

For the individual experienced in conducting in-service programs and workshops the following notes will serve as little more than reminders in preparing and facilitating successful sessions. For the novice, however, they constitute a checklist and guide in planning, inplementing, and fulfilling the objectives of the workshop.

The activities included herein were designed to enhance administrators and classroom teacher's awareness and understanding of P.L. 94-142 and the least restrictive environment (LRE) concept and their attitudes about educating handicapped students in general education classes. However, the differences in groups and individuals - their knowledge, experience, attitude - cannot be accounted for on the printed page. It is the responsibility of the person(s) conducting the workshop to continually be alert and to take into consideration this critical factor. To do otherwise will jeopardize the effectiveness of the workshop and, in turn, the right of all youth to think and learn.

I. The Role of the Facilitator

A. Why "facilitator"? Why not "instructor"? What's in a name?

1. The person assuming this rule will be responsible for instructing the participants.

2. Good instruction involves, among other elements, the creating of an atmosphere in which there is:

   a. Trust rather than threat.

   b. Sharing rather than imposing.

   c. Respect rather than fear.

3. If the facilitator adopts this attitude, the opportunity for this climate to pervade will be improved significantly.

4. Thinking of oneself as a "facilitator" rather than "instructor" is a part of that adoption.

B. Be a model of humanism.

1. In each presentation, each activity, each one-to-one discussion, the facilitator must demonstrate concern and respect for the dignity and worth of every human being.

2. Consistency in this regard will serve as a model for the participants in their classroom interactions with students, handicapped as well as non-handicapped.

C. Remain cognizant of personal needs.

1. A "facilitator" has to be more aware than an "instructor" that learning only occurs when other more basic needs have been satisfied.

2. Inform the participants of this awareness and of their freedom to deal with these needs as they arise.

3. This includes allowing for the participants to take fifteen minute breaks each morning and afternoon, but also allowing them the option <u>not</u> to take those breaks.

4. "Do unto others..."

II. <u>Preparing for the Workshop</u>

A. If possible, two facilitators should conduct this workshop.

1. The facilitators should alternate presenting the activities so the participants experience variety.

B. The facilitator should study all of the materials in this package well in advance of the workshop.

1. He or she should make certain that all of the necessary directions, activities and lecture notes are included.

2. Time must be provided for the procurement of materials.

a. Duplicating papers to be distributed.

b. Ordering and securing films.

c. Obtaining supplementary readings and resource books.

d. Preparing transparencies.

C. The facilitator should become acquainted with the sequence of activities.

1. Note how they are to be conducted.

    a. Part IV of each activity explains how the activity is to be implemented.

2. The time frame for each activity.

    a. The time frames are approximate and vary depending on the group.

    b. Factors that can influence the time frame are:

        1) The number of questions the participants ask.

        2) How involved they become in the small group activities.

        3) How slowly or rapidly they assimilate the information being presented.

3. In some activities, additional instructions or suggestions have been added through a NOTE typed at the conclusion of the activity.

4. Also, note the differences in the color of paper.

    a. Those pages including instructions for the facilitators have been printed on yellow paper.

    b. Those pages for publication and distribution, as well as the transparency originals, have been printed on white paper.

D. The facilitator should accumulate the support materials for the workshop.

1. Prepare detailed notes from the lecture outlines provided.

2. Make transparencies from the originals.

3. Obtain items to be used by the participants, such as markers and newsprint.

4. Insure the proper operation of the audio-visual equipment to be used.

E. The facilitator should endeavor to provide the most pleasant environment possible since the setting can and will effect learning and the desired humanistic climate.

1. Comfortable temperature and adequate lighting are necessary.

2. Movable tables and chairs are preferred to desk chairs for comfort, flexibility in arrangement, and better working space.

3. Place audiovisual equipment conveniently so that it does not interfere with other activities.

4. Check the placement of the screen -- can it be seen easily by all?

5. Examine the window shades to make sure that they work and provide adequate darkness for viewing films.

6. Set aside wall space or bulletin boards for the placement of posters and lists of ideas to be generated by the participants in several activities.

7. Provide coffee and other refreshments.

III. Conducting the Workshop

A. Become acquainted with the participants.

1. Although activities designed to assist the members of the group to become acquainted have been provided, the facilitator should make every effort to quickly learn everyone's first name and use it!

2. The facilitator should be an active participant in those activities where her or his involvement is appropriate.

3. No limit has been set as to the number of participants involved in the workshop.

a. However, a group larger than thirty could become unwieldy and noisy.

b. Larger numbers necessitate more time in completing activities, thus disrupting the schedule, and make it more difficult for the facilitator to interact with the participants.

B. The facilitator should follow the schedule.

1. Time limits have been established based upon previous use of the activities.

2. The sequence has been carefully planned in that each activity expands upon that which has been experienced previously.

   a. Think through this sequence carefully before eliminating or adding activities.

C. The facilitator is encouraged to make judgements based upon reactions and feedback received from participants during the sessions.

   1. Each group and the individuals which compose the group are different.

   2. This reality may necessitate on-the-spot decisions to review certain material, and arrange for individual conferences and so forth.

D. Finally, the facilitator must keep in mind that certain activities in this workshop will cause the participants to think about personal feelings, beliefs, and characteristics.

   1. The individual might perceive some of these views as negative or highly personal and, as a result, choose not to share them with other participants.

   2. At the beginning of the workshops, as well as during the introduction of such activities, the facilitator should reinforce the "rule" that the participant has the option of sharing or not sharing personal information.

E. Remember, the participants will be involved and enjoy themselves only if it is obvious that the facilitator is committed to and enjoys what he or she is doing.

AGENDA FOR MEETING THE LEAST RESTRICTIVE ENVIRONMENT CHALLENGE:

PRELIMINARY CONSIDERATIONS FOR EDUCATORS

MORNING OF THE FIRST DAY OF THE WORKSHOP

Activity 1:	An Exercise to Stimulate Thinking	9:00 - 9:15
Activity 2:	The Name Circle	9:15 - 9:30 *
Activity 3:	Find Someone Who...	9:30 - 9:45 *
Activity 4:	Introduction of the Workshop	9:45 - 10:15
Activity 5:	Hot and Cold Tags	10:15 - 10:35 *
	Coffee Break	10:35 - 10:50
Activity 6:	Agree-Disagree Exercise on Youth's Rights	10:50 - 11:20
Activity 7:	Brainstorm Activity on Youth's Rights	11:20 - 11:30
Activity 8:	A Lecture on Supporting Youth's Rights	11:30 - 11:50
Activity 9:	Processing Activity I	11:50 - 12:05

* The time for these segments will vary. See the NOTE in Activity 2.

ACTIVITY 1: AN EXERCISE TO STIMULATE THINKING

I. Purpose: To stimulate the participants' thinking about the various aspects of the least restrictive environment concept.

- To determine what the participants know about the least restrictive environment concept, P.L. 94-142, and exceptional learners.

- To determine how the participants feel about teaching handicapped students.

II. Group Size: Independent activity.

III. Time Required: Fifteen minutes:

A. Ten minutes for the participants to read directions, collect and organize their thoughts, and respond in writing.

B. Five minutes to finalize responses.

IV. Physical Setting: The tables and chairs should be spaced so the participants can be "with themselves" and collect their thoughts before writing.

V. Materials:

Facilitator	Participant
None	Pencil or Pen "An Exercise to Stimulate Thinking", Handout 1

VI. Procedures:

A. Before the Activity:

1. Decide if you will use this as a pre-post test.

B. Implementing the Activity:

1. Give each participant Handout 1, request that they select a place to sit, read the directions, collect and organize their thoughts, and respond in writing.

2. As the participants are writing, move around the room answering questions.

3. Some two or three minutes prior to collecting the completed exercise, inform the participants of the remaining time and that they should finalize their responses.

NOTE: *This activity is placed before the "getting-acquainted" activities because it is a pre-test of the participants' knowledge of Public Law 94-142 and exceptionalities. It can also be given as a post-test at the end of the workshop. If you are using it as a pre-post test measure, be sure to have the participants put their name on the tests or an identifying mark.*

AN EXERCISE TO STIMULATE THINKING

The purpose of this exercise is to focus the group's thinking on the major emphases of the workshop. It is intended to initiate discussion and enhance interaction during various activities.

Before writing your responses, take some time to organize your thoughts, perhaps on the back of the paper.

1. As a classroom teacher, how do you feel about teaching a handicapped student in your classroom?

2. List and define the categories of exceptional learners.

3. Read each of the following statements about P.L. 94-142. Mark all statements that are true with a "T", and all those that are false with an "F".

_____ The special education teacher should write all of the objectives on the Individual Education Plan (IEP) by herself/himself.

_____ IEPs are management plans, not lesson plans.

_____ The major purpose of Public Law (P.L.) 94-142 is to provide a free, appropriate education to all handicapped students.

_____The IEP should be written by a team of educators and the student's parents.

_____ Each school system must provide a variety of special education programs/placements for handicapped students.

_____ The major features of the law are protective safeguards, the least restrictive environment concept and IEPs.

_____ The least restrictive environmnet concept means that handicapped students should be educated in an educational environment the most nearly like a general education classroom.

_____ P.L. 94-142 was passed because only half of the school-aged handicapped were being provided the kind of education they need.

_____ Placement decisions are made on the basis of handicap. For instance, if Beth is LD, she should be placed in an LD program.

_____ Non-handicapped students can benefit from P.L. 94-142 also.

_____ The least restrictive environment concept is a mandate for educating all students in the general education classroom.

ACTIVITY 2: THE NAME CIRCLE

I. Purpose: To help the participants to become better acquainted and more comfortable in sharing experiences, ideas and opinions in the sessions to follow.

II. Group Size: Large group.

III. Time Required: This will vary with the number of participants involved. With a group of twenty to thirty, the activity will require ten to fifteen minutes.

IV. Physical Setting: The chairs will be arranged in a circle, with no furniture remaining inside the circle.

V. Materials: None

VI. Procedures:

A. Implementing the Activity:

1. Ask the participants to form a circle with their chairs in the center of the room.

2. Begin by saying, "My name is_____". (first name only)

3. Ask the person on your right to repeat your name and state his or her own first name.

4. Continue this process around the circle, each person identifying all who have preceded them until the last person repeats everyone's name.

5. As an added "ice breaker" the facilitator could conclude the activity by identifying each person in reverse order (to her/his left).

NOTE: *The facilitator should participate. This is the first of three "get-acquainted" activities. All fit well together but time can be a problem. If the decision to complete both activities 2 and 3 is made, the final part of activity 5 should be eliminated to maintain the schedule. If only activity 2 or 3 is conducted, all of activity 5 can be completed.*

If you are more comfortable with a different "get-acquainted" activity, proceed with it as long as the stated purpose is achieved.

ACTIVITY 3: FIND SOMEONE WHO. . .

I. Purpose: To enable the participants to learn more about their colleagues' personal lives while creating an atmosphere of increased interaction.

II. Group Size: Large Group.

III. Time Required: This will vary with the number of participants. Generally, a group of twenty to thirty will need fifteen minutes, but this will depend on the number of items in the activity.

IV. Physical Setting: The center of the room should be cleared so that the participants can move about freely and talk with one another.

V. Materials:

Facilitator	Participant
None	Pencil or Pen "Find Someone Who...", Handout 2

VI. Procedures:

A. Before the Activity:

1. Prepare the activity forms prior to the workshop, using the enclosed sample (Handout 2) as a guide. Usually the number of participants exceeds the number of items on the form since it necessitates interaction with several individuals before the person is found.

2. If you know something about each of the participants which can be included to personalize the activity, or about the group in general, add them to the form.

B. Implementing the Activity:

1. Distribute the activity form.

2. Explain the instructions to the group. Because the activity creates high levels of talking and movement once under way, make the instructions clear at the outset.

a. Tell everyone to move around the room, asking each other if they own or have experienced specific things on the list (for example: "Have you ever been in a talent show?" in lieu of, "Which one of these can you sign?").

b. Once an individual responds affirmatively, he/she is to sign the sheet while telling the questioner more about the possession or event.

c. It is important that each item be signed by a different person.

d. As the participants complete their form they are to find a chair on the side (and keep talking to others!) so that the facilitator knows when to move on to the next activity.

NOTE: The facilitator should be involved in this activity.

FIND SOMEONE WHO...

Please find persons in the class who know or have had the experiences listed below and have them sign their name on the line. Obtain as many *different* signatures as you can. See if you can get all of the blanks filled in.

FIND SOMEONE WHO...

1. has canoed in the past year. _____
2. has never gone camping. _____
3. has seen a wild deer this summer. _____
4. comes from a family of more than 7 children. _____
5. has lived in present home more than 10 years. _____
6. does not like ice cream. _____
7. swims with nose plugs. _____
9. knows the instructor's home phone. _____
10. has never been outside the state. _____
11. owns a cocker spaniel. _____
12. has stayed in a tree fort. _____
13. is now taking tennis lessons. _____
14. has made and thrown spitballs. _____
15. has red hair. _____
16. is from California. _____
17. likes to go barefooted, but has shoes on. _____
18. is wearing three or more rings. _____
19. owns a motorcycle. _____
20. has initials which make a word. _____
21. has been in a talent show. _____
22. is or has been a president of an organization. _____
23. noticed we skipped number 8. _____
24. has a birthday within one week of yours. _____

ACTIVITY 4: INTRODUCTION OF THE WORKSHOP

I. Purpose: To present a rationale in support of providing each student, regardless of individual exceptionality, with the opportunity to learn.

- To provide a model to clarify the interrelationship between youth, teacher, and individual attributes.

- To explain the purposes, content, and sequence of activities in the workshop.

II. Group Size: Large group.

III. Time Required: Thirty minutes:

A. Five minutes for giving background information on yourself.

B. Fifteen minutes for presenting a rationale for recognizing individual attributes and exceptionalities.

C. Ten minutes for presenting the workshop model and schedule overview.

IV. Physical Setting: Arrange the furniture in a manner appropriate for a lecture, making certain that everyone can easily see the facilitator and the screen.

V. Materials:

Facilitator	Participant
Overhead projector Screen Pointer (optional) Transparencies "Three Antecedents of Self-Regard" (1) "Creating An Environment Which Provides..." (2) "The Model for the Workshop" (3) Lecture Outline: "The Critical Need for Individual Recognition"	None

VI. Procedures:

A. Before the Activity:

1. Prepare a thirty-minute lecture using the outline, "The Critical Need for Individual Recognition."

a. It is important to adhere to the topics and sequence in the outline.

b. Expand the lecture by inserting ideas, experiences, and content which will make it more personal to you and more relevant to the participants.

c. For Part I of the outline, gather information about your background and personal life to share with the participants.

   (1) Such self-disclosure presents an example the participants can model in later interactions with their colleagues.

   (2) This is also part of the facilitator's on-going efforts to break down barriers to communication that may have been created by negative attitudes toward the substance of the workshop, as well as the tendency to remain silent and private.

d. Part II consists of the rationale for recognizing individual attributes and exceptionalities.

   (1) Note that the outline for this portion of the lecture is quite complete and requires little more than adding transitions and whatever personal touches are deemed necessary.

   (2) In developing the topics in the outline, use selected references from the bibliography which follows the outline.

      (a) In the outline, the source of the content is indicated by the author's name and the page number in parentheses.

      (b) Consider the inclusion of related information from sources with which you are familiar.

e. The final part of the outline, Part III, includes two closely-related segments.

   (1) The model for the workshop which shows the interrelationship of the major emphases.

   (2) An overview of the workshop activities and how they relate to the model.

   (3) Stress these two areas so the participants will be aware of how the activities they are doing interrelate with each other and the workshop topic.

(4) In preparing notes for this last portion, refer to other sections of the package (e.g., the Agenda, Group Activities, and Lecture Outlines) for the related content. Don't be overly detailed--this is only an introduction.

B. Implementing the Activity:

1. In addition to demonstrating openness through self-disclosure, reflect an enthusiastic commitment to the content of the presentation.

2. Be certain to display the transparencies as indicated in the outline.

3. Encourage questions, comments and other pertinent statements from the participants during the presentation.

LECTURE OUTLINE: THE CRITICAL NEED FOR INDIVIDUAL RECOGNITION

I. Before discussing the content, briefly tell the participants about yourself.

   A. Professional preparation and experience.

      1. Schools attended and areas of specialization.

      2. Positions held and related experiences.

   B. Personal information only to the extent that is comfortable for you to do so.

      1. Life history, e.g., how the facilitator decided on education as a career.

      2. Family, interests, hobbies, career ambitions, personal aspirations.

II. Present a rationale for the importance of recognizing individual attributes and exceptionalities in learners.

   A. Historically, numerous educators and psychologists have urged schools to focus on the individual.

      1. As early as 1902, John Dewey criticized the failure to consider the growth and development of <u>each</u> child. (Dewey, 342) (Schultz, 174)

      2. A few years later, E. L. Thorndike called for the "specialization of instruction for different pupils..." (Thorndike, 51) (Schultz, 174)

   B. In recent years, extensive research has confirmed the earlier theories and commentaries.

      1. Several studies have revealed the importance of positive self-concept in the learning process. (Covington and Beery, 1-15)

(PUT TRANSPARENCY <u>1</u> ON THE OVERHEAD.)

      2. Three antecedents for self-regard have been identified. (Covington and Beery, 58) (Hamachek, 83)

         a. accept individuals in their own right.

         b. establish clear, enforceable rules.

         c. create a flexible environment in which the individual can explore.

3. These are important in light of the fact that learning involves taking risks--chances which will not be considered if the individual does not have positive self-feelings. (Hamachek, 80) People who feel better about themselves are more willing to take risks.

4. Most notable is the realization that, while people are not equally competent in all things, each individual has strengths in one or two or more areas. (Hamachek, 61)

C. Such information certainly has important implications for classroom teachers to consider in planning their interactions with students.

1. Abraham Maslow discussed the existence of the future in each person. (Hamachek, 25)

a. the future is present in people "in the form of ideals, hopes, goals, unrealized potentials, mission, fate, destiny, etc."

b. what an opportunity for teachers to pursue future-oriented discussions and activities to assist learners in becoming aware of options and possibilities!!

2. That this opportunity should be grasped is strongly supported by the fact that teachers are usually among the "significant others" in a young person's life--that they can influence attitudes about him or herself. (Hamachek, 14)

3. Given this fact, it behooves the teacher to concentrate on what students can do rather than what they cannot do. (Hamachek, 14)

4. Thus, the teacher must realize that no one approach is totally sufficient in maximizing the learner's acquisition of knowledge and the concomitant positive self-image. (Hamachek, 36)

(PUT TRANSPARENCY 2 ON THE OVERHEAD.)

D. In summary, the teacher can promote the concept of individualization by creating an environment in the classroom which provides... (Wyner, 48)

"1. Room for individual learning styles, intellectual and social interests and capabilities.

"2. Some degree of personal freedom, involving the opportunity to express one's own ideas and point of view, to disagree, to think differently, and to feel differently, too.

"3. Continuing support as a valued group member.

"4. Opportunity to experience some degree of privacy - in terms of space, personal belongings, and feelings.

"5. Ample opportunity to develop prosocial, interpersonal competencies through role taking, group discussions, and peer interactions.

"6. Protection from sexism, racism, bigotry, and physical harm."

III. Present the model for the workshop and an overview of the schedule.

A. This discussion should be concerned with the inextricable tie between the three major elements of the workshop--how each will be considered as a separate entity before bringing them together.

1. The facilitator should refer to the agenda, activities, and lecture outlines in preparing this portion.

2. At this point, the facilitator may wish to display a poster showing the workshop model.

B. Each of the first three sessions will focus on one of the major emphases.

(PUT TRANSPARENCY 3, WITHOUT THE OVERLAYS, ON THE OVERHEAD.)

1. The first morning will be devoted to Youth.

a. the content includes a rationale for individual recognition which was stated in Part III of this lecture.

b. a discussion of youth's rights including group input/sharing and information from the facilitator.

(PUT OVERLAY A ON TRANSPARENCY 3 ON THE OVERHEAD.)

2. The afternoon of the first day has been designed to develop further understanding of individual attributes of youth, including exceptionalities, and of P.L. 94-142.

a. the legal developments will be explained:

(1) Public Law 94-142.

(2) least restrictive environment concept.

(3) categories of exceptionalities.

b. this will be followed by further input and sharing by the participants related to the legislation and individual attributes of youth.

(PUT OVERLAY B OF TRANSPARENCY 3 ON THE OVERHEAD.)

3. The participants, classroom teachers, will be the topic of discussion during the morning of the second day.

   a. initially, the activities will emphasize self-awareness in terms of personal feelings and priorities.

   b. then, the participants will be asked to become introspective about themselves in respect to the other components of the model.

4. In the remaining two sessions, the facilitator will conduct activities which incorporate and combine the content and outcomes of the previous sessions.

   a. During the second afternoon, the participants will have the opportunity to put the "pieces" together as they relate to experience and particular teaching situations.

   b. The concluding session on the third morning will include activities for reviewing and summarizing the topics of the workshop through the direct involvement of the participants.

   c. In addition to an evaluation at the conclusion of the workshop the participants will be requested to complete a processing activity at the end of each half-day session. The processing activity will ask them to reflect on what they have discovered as a result of the activities conducted during that half-day.

IV. Conclude the lecture by summarizing the major points of the lecture.

   A. The willingness to communicate.

   B. The need to recognize individuals.

   C. The purposes and agenda for the workshop.

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THREE ANTECEDENTS OF SELF-REGARD

1. Accept individuals in their own right.

2. Establish clear, enforceable rules.

3. Create a flexible environment for exploration.

CREATING AN ENVIRONMENT WHICH PROVIDES...

1. Room for individual learning styles.

2. Some degree of personal freedom.

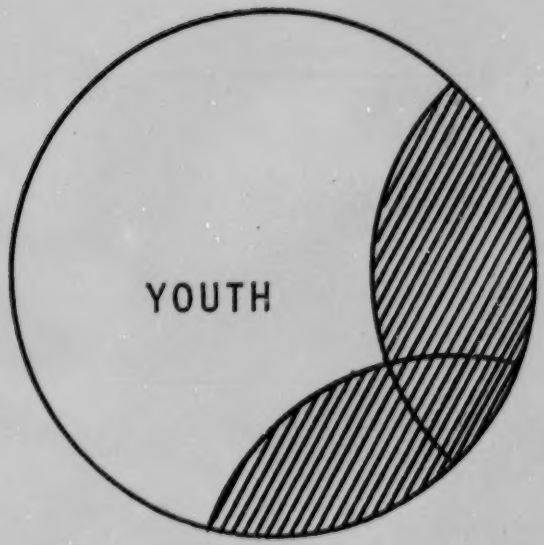
3. Support as a valued group member.

4. Opportunity to experience privacy.

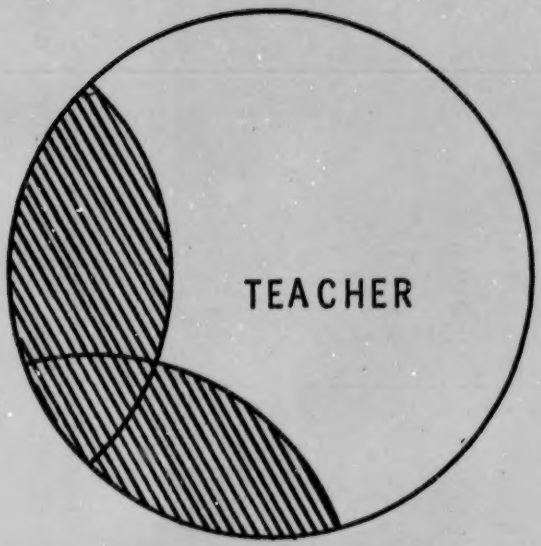
5. Time to develop interpersonal competencies.

6. Protection from hate, bigotry, sexism, harm.

THE MODEL FOR THE WORKSHOP



INDIVIDUAL
ATTRIBUTES



Overlay A

ACTIVITY 5: HOT AND COLD TAG

I. Purpose: To further establish relationships and initiate trust building between two individuals and, eventually, a small group of participants.

- To provide a vehicle for creating small groups which will be requested to complete later tasks.

II. Group Size:

A. Initially, this is a total group activity.

B. Later, the participants pair off and eventually form groups of four to six depending on the total number involved. A group of four is preferred since it gives each member more opportunity to contribute and feel part of the group. If the total number of participants is more than thirty, groups of six might be more appropriate for purposes of manageability and collecting data in later activities.

III. Time Required: Thirty minutes to entirely complete the activity if the facilitator chooses to complete both activities which precede this. Twenty minutes if the final portion is deleted. (See note in Activity 2.)

The facilitator should carefully monitor the time this activity takes as it can continue much longer than twenty or thirty minutes if allowed to do so.

IV. Physical Setting: Clear the center of the room so the participants can walk around.

V. Materials:

Facilitator	Participant
None	5" x 8" card felt marker pin or paper clip

VI. Procedures:

A. Implementing the Activity:

1. Provide each participant with a 5" x 8" card and a felt marker.

2. Explain the activity to the group.

a. Ask the participants to draw a vertical line creating two four-inch wide columns and label the left column, "HOT" and the right column "COLD."

b. Instruct the participants to number 1 through 4 along the left margins of the two columns.

c. Inform the participants that "HOT" means likes, or favorites, or positives, while "COLD" means dislikes or negatives.

d. Announce four categories such as leisure activity, schools, children and teachers (you may select others if you wish).

e. Tell the participants that you will read each category again and they are to list their "HOT" and "COLD" for each. For example, for the category "leisure activity" their "HOT" might be reading and their "COLD," exercising.

3. Have the participants attach the tags to themselves with a pin or paper clip.

4. Give the following instructions:

a. The participants are to mingle without talking.

b. They are to be certain to observe each person's tag.

c. Based upon their reactions to the likes and dislikes, they will nonverbally select a partner--someone they would like to know more about.

d. Each pair will sit down and interview one another in preparation for introducing their partner to others in a small group.

5. If there is an odd number of participants, arrange one group of three.

6. After every participant has interviewed his or her partner, decide on the size of the groups - either four or six.

7. Then give the following instructions:

a. Each pair is to conduct a search for another pair (or two pairs if the group will include six persons) with whom they might enjoy interacting.

b. Tell the groups to space themselves throughout the room so that they are not crowded.

c. Instruct each participant to introduce her or his partner to the others.

B. Establishing Closure:

1. The facilitator can introduce one other task to further the

group's knowledge of individual members - but only if only one of the previous get-acquainted activities was completed (activities 2 and 3) or if time permits.

2. Two activities that could be used are both from Developing Effective Classroom Groups, by Gene Stanford (Hart Publishing, 1977).

   a. Give the participants a list of sentence beginnings which they are to complete in writing and share with the group if they wish to do so. Examples of items are:

      (1) Sometimes I wish...
      (2) Whenever I enter a new group...
      (3) It makes me proud when I...
      (4) A good thing that happened recently was...

   b. Give each person a sheet of paper on which the words, "I am" are written five times; ask them to complete the phrase with information about themselves before sharing with the group.

NOTE: *The categories in 2d were chosen because they represent a blend of "threatening" and "non-threatening" items. The participants begin the activity by talking about a relatively non-threatening subject, such as leisure time, and then proceed to topics for which they may have much stronger feelings.*

If you do select different categories, try to choose those that will accomplish the same blend of "threatening" and "non-threatening" items.

ACTIVITY 6: AGREE-DISAGREE EXERCISE ON YOUTH'S RIGHTS

I. Purpose: To focus the participants' thinking on the concept of youth's rights.

- To provide the opportunity for members of the small groups to express themselves concerning youth's rights while acquiring the opinions and attitudes of their colleagues.

II. Group Size: Groups of four or six formed in Activity 5.

III. Time Required: Thirty minutes:

A. Twenty minutes to have the groups discuss the questions.

B. Ten minutes for large group sharing. After twenty minutes, it may be necessary to start the large group sharing even if some of the small groups are not finished discussing.

IV. Physical Setting: Small groups of tables and chairs spaced throughout the room.

V. Materials:

Facilitator	Participant
None	Pen or Pencil "Agree-Disagree Exercise on Youth's Rights", Handout 3.

VI. Procedures:

A. Implementing the Activity:

1. Distribute the Agree-Disagree form.

a. Review the directions with the participants. Allow twenty minutes for group resolution.

b. Tell the participants that they are free to share as much or as little as they wish during this activity.

2. As the groups are interacting, sit briefly with each and make notes which will be of assistance in the total group discussion.

B. Establishing Closure:

1. After the small groups have reached consensus on the statements, conduct a brief discussion.

a. Comment on the notes you took while observing.

b. Ask each small group to tell the others how they responded

to each statement and what, if any, revisions they made.

c. Record responses on a transparency.

2. Tell the participants that there is not a "right" or wrong answer to any of the statements.

NOTE: *Neither a definition of the term "rights" nor specific examples are included in the instructions or on the "Agree-Disagree Exercise" form. This omission was deliberate because each group will have to create a "common ground" before working toward consensus on the statements. This is an important aspect of group process and the facilitator should avoid providing answers or specific information.*

AGREE-DISAGREE EXERCISE ON YOUTH'S RIGHTS

Instructions: Read each statement. Individually, check whether you agree (A) or disagree (D) with each statement. Take about four minutes for this. Then, in your small groups, try to agree or disagree unanimously with each statement. Try especially to determine the reasons for disagreement. If your group cannot reach agreement or disagreement, you may change the wording in any statement enough to reach the required unanimity.

___ 1. While it would be ideal for children and young people to have all of the rights which adults possess, their immaturity and lack of knowledge does not make this possible.

___ 2. In order to compensate for the absence of youth's rights which is the case in most classrooms, it is necessary that, at least for a time, their rights become more important than those of the teachers.

___ 3. Parents are more concerned about schools emphasizing content and discipline than they are about teachers insuring the rights of each student in her or his charge.

___ 4. So that each student is guaranteed his/her rights in school, it is essential that teachers treat all children and young people alike.

___ 5. Generally there comes a time in classrooms when the rights of youth must be abandoned in order to solve practical problems.

ACTIVITY 7: BRAINSTORMING ACTIVITY ON YOUTH'S RIGHTS

I. Purpose: To collect and synthesize the participant's perceptions as to what specific rights children and youth do and should have.

II. Group Size: Groups of four or six formed in Activity 5.

III. Time Required: Ten minutes:

A. Five minutes to explain and demonstrate brainstorming.

B. Five minutes to brainstorm.

IV. Physical Setting: Small groups of tables and chairs spaced throughout the room.

V. Materials:

Facilitator	Participant
Overhead projector	Tape
Screen	Newsprint sheets (three per group)
Pointer (optional)	Wide-tipped marker (one per group)
Transparency: "Brainstorming Rules" (4)	

VI. Procedures:

A. Implementing the Activity:

1. Provide a definition of and rationale for brainstorming.

a. Brainstorming is a highly effective mechanism for generating numerous and varied ideas related to a designated topic without making judgments concerning their value.

b. Its effectiveness is enhanced by the fact that the activity is conducted in groups, which means that tapping the knowledge and experiences of several minds will result in the listing of larger numbers of ideas in a shorter span of time.

c. Such activity is ar important phase in the making of decisions--knowing the available options before selecting what is believed to be best.

2. Before explaining the rules, ask each group to select a recorder, preferably a fast writer.

(PUT TRANSPARENCY 4 ON THE OVERHEAD.)

3. Explain that there are seven rules in brainstorming.

a. The recorder must write down every idea related to the topic.

b. Say the first thing that comes to mind.

c. All ideas are accepted, regardless of their apparent value.

d. Absolutely no judgments or criticism are allowed as a negative comment could squelch further thinking.

e. Repetition is OK since it will help clear the mind for new ideas.

f. Be an active participant.

g. Make the previous response count for you by making another response out of it.

4. For three or four minutes, conduct a simulation of brainstorming by asking the participants to tell you how many ways they can use a brick.

   a. Before starting this activity, ask one participant to help you with the simulation by breaking some of the brainstorming rules during the simulation. For example, he/she could criticize someone's suggestion.

   b. When the participant breaks the rule, call the group's attention to it, and ask them what affect it had.

   c. After the simulation is finished, tell the group that you had asked the participant to purposely break some rules.

5. Inform the participants that their lists will be collected, synthesized to eliminate repetition, copied on newsprint, and posted for the remainder of the workshop.

6. Tell the group that they have five minutes (or other time selected) to brainstorm specific rights which children and young people <u>do</u> have or <u>should</u> have.

B. Establishing Closure.

1. Following the activity, collect the lists and have an assistant prepare the newsprint sheets for posting.

2. Encourage the participants to read the lists during their breaks.

BRAINSTORMING RULES

- Write down every response.
- Say the first thing that comes to mind.
- All ideas are accepted, regardless of their apparent value.
- Keep judgments to yourself.
- Repetition is OK.
- Be an active participant, the input of everyone is needed.
- Make the previous response count for you, make another response out of it.

ACTIVITY 8: A LECTURE ON SUPPORTING YOUTH'S RIGHTS

I. Purpose: To present information which will increase awareness about the impact of failing to include the consideration of youth's rights in the planning and implementation of the school curriculum.

- To encourage deliberate, specific action in support of insuring the rights of youth.

II. Group Size: Large group.

III. Time Required: Twenty-five minutes:

A. Five minutes for Part I of outline.

B. Ten minutes for Part II of the outline.

C. Ten minutes for Part III.

IV. Physical Setting: Arrange the chairs and tables so they are appropriate for a lecture.

V. Materials:

Facilitator	Participant
Overhead projector	None
Screen	
Pointer (optional)	
Chalkboard and chalk	
Transparencies	
"Youth Have the Right To" (5)	
"Violence in Schools" (6)	
Lecture notes on "Supporting Youth's Rights"	

VI. Procedures:

A. Before the Activity:

1. Using the outline provided, prepare a twenty-five minute lecture on "Supporting Youth's Rights."

a. Part I of the outline focuses on a list of rights that youth either do or should have.

(1) Add or delete items to the list if you wish.

(2) Emphasize that this is not the "correct" list.

b. Part II of the outline consists of research studies which indicate that the rights of youth are being ignored, with damaging results.

(1) Note the reference to particular sources by author's name and page number in parentheses.

(2) Again, do not hesitate to include more familiar information.

c. Before proceeding to Part III, post the synthesized brainstorm lists.

(1) Review and discuss the substance of these lists.

(2) Finally, issue a call for action by asking the participants to select one or two rights for their own lists and plan how they can implement those rights in their classroom.

B. Implementing the Activity:

1. Present the lecture at the time designated in the agenda.

LECTURE OUTLINE: SUPPORTING YOUTH'S RIGHTS

I. Recent legislation at both the state and national levels has specified what we in the profession have known for a long time--that, among other rights, our youth have the right to an equal educational opportunity, regardless of their attributes or exceptionalities.

(PUT TRANSPARENCY 5 ON THE OVERHEAD.)

A. But what about these "other rights"--how might the consideration of them in our treatment of the learner facilitate the educational opportunity?

1. Be treated as human beings.
2. Be accepted in their own right.
3. Not be afraid.
4. Have and express feelings.
5. Be permitted to think.
6. Choose and choose again, if necessary.
7. Perceive failure as a part of learning and not a reflection on their self-worth.
8. Be subjected to rules which are fair and provide flexibility.
9. Not be abused, physically or psychologically.
10. Have values and attitudes.
11. Be protected from sexism, racism, and bigotry.
12. Have an equal educational opportunity.

B. For the most part, efforts in this area are in an embryonic stage of development.

C. As a result, the list is not complete nor is it as specific as it will be in time.

D. The point is that students should have the same rights which we as adults expect to possess.

II. However, numerous studies conducted in recent years suggest that many children and young people are not being afforded their rights.

A. While these data may at first seem unrelated, the common element will emerge if this list of rights (leave Transparency 5 on the overhead projector) is kept in mind.

(WRITE THE FOLLOWING ON A CHALKBOARD.)

1. Causes of death for individuals who were either close to completing or had completed required schooling, ages 15-24. (Hamachek, 186)

   a. Accidents - 61.7 deaths per 1,000 population

   b. Cancer - 8.2 deaths per 1,000 population

   c. Homicide - 6.8 deaths per 1,000 population

   d. Suicide - 6.2 deaths per 1,000 population

2. A study of 2,000 children who began first grade at the same time in the same school system revealed that 643 dropped out before completing twelfth grade. (Hamachek, 548)

   a. All but five, or 638, had been retained in first grade.

   b. As a combined total, these 643 had failed a total of 1,800 grades - an average of failing every other year for six years!

3. A four-year study of dropouts found that their self-esteem improved after leaving school. (Hamachek, 541)

(PUT TRANSPARENCY 6 ON THE OVERHEAD.)

4. A Senate subcommittee's investigation in 1974 showed that between 1970-73, violence in schools had significantly increased. (Shultz, 96)

   a. Assaults on teachers increased 77.4%, or a total of 70,000 serious attacks annually.

   b. Assaults on students rose 85.3%.

   c. Robberies were up 36.7%.

   d. Rapes and attempted rapes up 40.1%.

   e. Homicides increased 18%.

   f. Weapons confiscated were up 54.4%.

   g. Vandalism cost 500 million dollars a year.

5. In 1974-75, the Pennsylvania Department of Education studied elementary school children's feelings toward school. (Purkey, 29)

   a. There were dramatic shifts from happy feelings in kinder-

garten to sad feelings in sixth grade.

b. The majority of the 450 students in kindergarten found talking aloud a happy experience - a similar number in sixth grade said it was unhappy.

c. More than 64% of the kindergarteners were happy about schoolwork--by sixth grade the percentage was 12.8.

B. Any number of studies could be cited, but even from these few a major question emerges: If schools are pleasant places to be, why do young people express their dislikes, leave, inflict harm on themselves and others, and damage school property?

C. Is it possible that at least a part of the solution lies in the conscious planning of more human treatment of children and young people?

III. It is evident from the ideas that you wrote on the newsprint during the last activity that teachers are aware of the specific rights of youth.

A. At this point, the facilitator's only "notes" are the lists developed in Activity 7.

1. Mention the variety, perhaps seek clarification if needed, discuss several entries, and praise the participants for their effort.

B. In conclusion, ask the participants to select one or two of the rights from the list and to make a deliberate effort to incorporate behaviors and practices into their teaching which will make it obvious to the students that, indeed, that is their right.

REFERENCES:

Hamachek,Don E. Behavior Dynamics in Teaching, Learning and Growth. Boston: Allyn and Bacon, 1975.

Purkey, William W. Inviting School Success. Belmont, California: Wadsworth Publishing Company, 1978.

Schultz, Fred, ed. Readings in Education 78/79. Guilford, Connecticut: Dushkin Publishing Group, 1978.

YOUTH HAVE THE RIGHT TO...

1. Be treated as human beings
2. Be accepted
3. Not be afraid
4. Have feelings
5. Be permitted to think
6. Choose
7. See failure as part of learning
8. Fair, flexible rules
9. Not be abused
10. Values and attitudes
11. Protection from sexism and bigotry
12. An equal educational opportunity
13.
14.

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VIOLENCE IN SCHOOLS

(All percentages listed are increases)

• Assaults on teachers	77.4%
• Assaults on students	85.3%
• Robberies	36.7%
• Rapes/attempted rapes	40.1%
• Homicides	18.0%
• Weapons confiscated	54.4%

- Vandelism cost $500 million per year

ACTIVITY 9: PROCESSING ACTIVITY I

I. Purpose: To cause each participant to reflect on the morning's activities, particularly those concerned with youth's rights.

II. Group Size: Individual activity.

III. Time Required: Ten minutes:

IV. Physical Setting: Spread chairs and tables throughout the room so that individuals can be alone.

V. Materials:

Facilitator	Participant
None	Pen or Pencil "Processing Activity 1", Handout 4

VI. Procedures:

A. Implementing the Activity:

1. Distribute the form.

a. Tell the participants to note that one circle (youth) has been highlighted on the page.

b. The circle has been divided into four quarters, each including a question and space for written response.

c. To clarify the questions on the page, offer brief paraphrases.

(1) What was experienced that was new? - Identify one thing that you learned this morning in terms of youth that was new. Do not list a specific workshop activity, like "Hot and Cold" tags.

(2) What knowledge or idea was reinforced? - Name something you already knew, but hearing it again was beneficial.

(3) What question remains after the session? - Write something that was not included but, in your opinion, should have been.

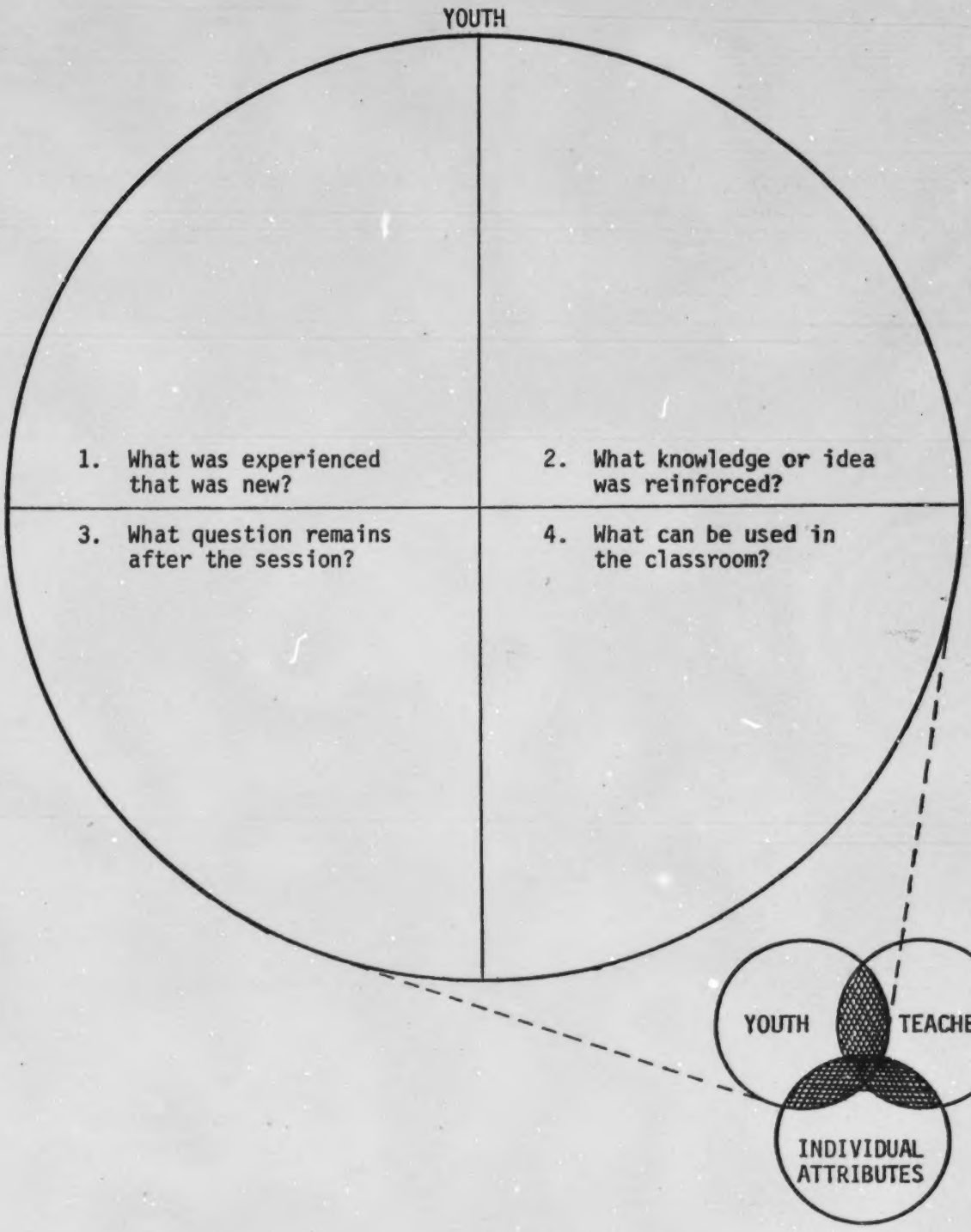
(4) What can be used in the classroom? - Note one idea that could find its way into your plans and instructional strategy.

2. Give the participants time to complete the activity in silence, while moving around the room to answer individual questions.

3. Tell the participants to keep their completed process forms for use at the end of the workshop.

NOTE: *The facilitator may wish to collect these forms and read them. The answers may reveal how the participants are reacting to the workshop content. If this is done, the participants should be asked to put an identifying mark on their forms so they can be returned, since the participants will need them later.*

PROCESSING ACTIVITY I


YOUTH
1. What was experienced that was new?
2. What knowledge or idea was reinforced?
3. What question remains after the session?
4. What can be used in the classroom?
YOUTH
TEACHER
INDIVIDUAL ATTRIBUTES

AGENDA FOR MEETING THE LEAST RESTRICTIVE ENVIRONMENT CHALLENGE:

PRELIMINARY CONSIDERATIONS FOR EDUCATORS

AFTERNOON OF THE FIRST DAY OF THE WORKSHOP

Activity 10:	Introduction to Individual Attributes	1:00-1:05
Activity 11:	What is Public Law 94-142 and the Least Restrictive Environment Concept?	1:05-1:45
Activity 12:	The Functioning of Handicapped Individuals in Everyday Activities	1:45-2:45
	Coffee Break	2:45-3:00
Activity 13:	Who Are the Handicapped?	3:00-3:45
Activity 14:	Processing Activity II	3:45-4:00

ACTIVITY 10: INTRODUCTION TO INDIVIDUAL ATTRIBUTES

I. Purpose: To review and summarize for participants the first component of the model which was presented,

- To provide participants with an awareness of the second component of the model and what can be gained from the information presented.

II. Group Size: Large group.

III. Time Required: Five minutes:

IV. Physical Setting: Arrange the furniture so it is appropriate for a lecture.

V. Materials:

Facilitator	Participant
Overhead projector Screen Pointer (optional) Transparency "The Model for the Workshop" (3)	None

VI. Procedures:

A. Implementing the Activity:

1. Using the transparency of the model, review and summarize the major points presented in the first component, youth.

2. Next present a brief overview of the second component of the model, individual attributes, and discuss the purposes for the remaining sessions.

NOTE: This brief session is to bridge the gap for the participants between what has been presented and how this relates to the remainder of the workshop.

An activity like this should be conducted at the beginning of each half-day session. Use this as a model for the other transition activities as one is not included as part of each half-day of activities.

ACTIVITY 11: WHAT IS PUBLIC LAW 94-142 AND THE LEAST RESTRICTIVE ENVIRONMENT?

I. Purpose: To provide background information about P.L. 94-142.

- To provide information about the least restrictive environment (LRE) concept.

II. Group Size: Large group.

III. Time Requirement: Forty minutes:

A. Five minutes for introduction.

B. Ten minutes for P.L. 94-142 presentation.

C. Twenty minutes for LRE presentation.

D. Five minutes for conclusion.

IV. Physical Setting: Arrange the furniture so it is appropriate for a lecture.

V. Materials:

Facilitator	Participant
Overhead projector	"Placement Considerations," Handout 5
Screen	
Pointer (optional)	"Questions," Handout 6
Lecture notes on "What is P.L. 94-142 and the Least Restrictive Environment?"	"Possible Agenda," Handout 7

Transparencies:

"We Have Finally Made It"	(7)
"Purpose of P.L. 94-142"	(8)
"Major Features of P.L. 94-142"	(9)
"Statement of Section 504"	(10)
"What P.L. 94-142 Says About LRE"	(11)
"Components of LRE"	(12)
"Cascade of Services"	(13)
"Myth of LRE"	(14)
"LRE: What It Is and Is Not"	(15)
"And We All Win"	(16)

VI. Procedures:

A. Before the Activity:

1. Prepare a forty minute lecture on P.L. 94-142 and the LRE concept.

   a. The lecture is to make participants aware of the concepts and to give them a base from which they can begin to redefine their attitudes toward serving handicapped individuals in general education classes. The following outline is to be followed in developing the lecture.

   b. The "Summary of P.L. 94-142, Section 504, and Least Restrictive Environment," pages 55 to 62, contains the specific information needed to develop this lecture.

      1) All the transparencies are keyed to this information.

      2) During the lecture, stress the interrelatedness of the LRE concept and the Individual Educational Plan (IEP).

      3) Additional information can be obtained from sources mentioned in the bibliography on pages 63 to 66.

2. Select handouts to be used and duplicate for participants.

   a. Consider copying some transparencies and duplicating them for handouts.

B. Implementing the Activity:

1. Distribute the handouts.

   a. Tell the participants they may want to write notes on them.

2. Present the lecture.

   a. Allow the participants to ask questions throughout the lecture as well as at the end of it.

   b. Keep in mind that this is an overview of P.L. 94-142 and the LRE concept.

      1) If participants ask questions that are more in depth than the focus of the lecture, tell them the intent of the lecture is to provide an overview and that you will answer their questions during a break, or refer them to another source who can do so.

3. If time remains after the lecture, consider concluding with questions and answers regarding how P.L. 94-142 and the LRE concept affect the classroom teacher.

PUBLIC LAW 94-142 AND THE LEAST RESTRICTIVE ENVIRONMENT LECTURETTE OUTLINE

I. Introduction

A. Recognition of right of all children to an education. (Transparency 7)

II. Public Law 94-142

A. Need for the law.

B. Purpose of the law. (Transparency 8)

C. Major features of PL 94-142. (Transparency 9)

1. Protective Safeguards.
2. Least Restrictive Environment.
3. Individualized Educational Plan.

D. Section 504. (Transparency 10)

1. Statement explaining Section 504.

III. Least Restrictive Environment

A. What PL 94-142 says about LRE. (Transparency 11)

B. Use of the term mainstreaming.

C. Basic components of LRE. (Transparency 12)

D. Cascade of services model. (Transparency 13)

E. The interrelatedness of the IEP and LRE.

F. Placement of children in the LRE.

IV. Conclusion

A. Myth of LRE. (Transparency 14)

B. 94-142 gives handicapped students the right to an education.

C. LRE: What it is and is not. (Transparency 15)

D. Benefits for non-handicapped. (Transparency 16)

SUMMARY OF PUBLIC LAW 94-142, SECTION 504, AND LEAST RESTRICTIVE ENVIRONMENT

Public Law 94-142:

Public Law 94-142, the Education of All Handicapped Children Act of 1975, has been referred to as the "Bill of Rights for the Handicapped" because it is designed to correct inequalities on behalf of the handicapped.

Need for this federal law was evident as the following information was presented at the Congressional hearings:

- over 1.75 million children with handicaps in the U.S. were being excluded entirely from receiving a public education solely on the basis of their handicap.
- over half of the estimated 8 million handicapped children in the country were not receiving the appropriate educational services they needed and/or were entitled to.
- many other children were still being placed in inappropriate educational settings because their handicaps were undetected or because of a violation of their individual rights.

The major purpose of PL 94-142 is to provide a free, appropriate education to all handicapped children ages 3-21. This intent is reflected clearly in the following statement of purpose.

> It is the purpose of this Act to assure that all handicapped children have available to them, within the time periods specified, a free appropriate public education which exphasizes special education and related services designed to meet their unique needs. (Public Law 94-142, 1975, Sec. 3, c)

More specifically PL 94-142 can be organized around three major features. These include: (1). protective safeguards, (2). least restrictive environments, and (3) individualized education plan.

(1). Protective safeguards

The intent of the protective safeguards is to insure application of due process for the handicapped in regard to identification, evaluation, and placement decisions. These safeguards are included in the Act to insure that the rights created by the Act are in fact made available to children who are handicapped, their families, and the public schools. Specific elements of procedures are:

- parents must be provided written notification before evaluation (notices made in the native language of the home).
- parents may obtain evaluations independent of the school.
- parents have access to all relevant records.
- parents must receive written notice whenever the school proposes a change in identification, evaluation, or educational placement of their handicapped child.
- parents have the right to present complaints regarding the identification, evaluation, placement, or the provision of a free appropriate education.
- surrogate parents must be appointed if the parents or guardian of the child are not known or available, or if the child is a ward of the state.
- right to an impartial due process hearing.
- right to appeal the findings and decisions of the hearings.

(2). Least Restrictive Environment

The act states that, to the maximum extent appropriate, handicapped children are to be educated with children who are not handicapped. The emphasis is on the regular class as the preferred instructional base for all children.

(3). Individualized Education Plan

The individualized education plan (IEP) is the means through which the goal of the Act (appropriate education) is to be met. The IEP is a statement, which has been agreed upon by the parties concerned, setting forth the program which will be provided to the handicapped child. Major components of the IEP include:

- a statement of the child's present levels of educational performance.
- a statement of annual goals.
- a statement of short-term instructional objectives.
- a statement of specific educational services needed by the child including:
  - all special education and related services.
  - any special instructional media and materials.

Section 504:

Section 504 is a part of PL 93-112, the Vocational Rehabilitation Acts Amendments of 1973. It reads as follows.

> No otherwise qualified handicapped individual in the United States shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

Section 504 applies to all handicapped individuals regardless of age. Thus, children from ages 3 to 21, who are the includeds covered in PL-142, are included in Section 504. This results in children being provided an appropriate education and being eligible for services in regular programs.

Least Restrictive Environment:

Following is a summary of the provisions made in P.L. 94-142

regarding Least Restrictive Environment. It is taken from Sections 121a. 550 -121a.556.

A. Each public agency shall insure:

(1). That to the maximum extent appropriate, handicapped children, including children in public or private institutions or other care facilities, are educated with children who are not handicapped, and

(2). That special classes, separate schooling or other removal of handicapped children from the regular educational environment occurs only when the nature or severity of the handicap is such that education in regular classes with the use of supplementary aids cannot be achieved satisfactorily.

B. Each public agency shall insure that a continuum of of alternative placements is available to meet the needs of handicapped children for special education and related services.

The continuum must:

(1). Include the alternative placements listed in in the definition of special education, and

(2). Make provision for supplementary services (such as resource room or itinerant instruction) to be provided in conjunction with regular class placement.

C. Each public agency shall insure that each handicapped child's educational placement:

(1). Is determined at least annually,

(2). Is based on his/her individualized education program, and

(3). Is as close as possible to the child's home.

D. Each public agency shall insure that:

(1). The various alternative placements included in B

above are available to the extent necessary to implement the individualized program for each handicapped child.

(2). That unless a handicapped child's individualized education program requires some other arrangement, the child is educated in the school which he or she would attend if not handicapped, and

(3). In selecting the least restrictive environment, consideration is given to any potential harmful effect on the child or on the quality of services which he or she needs.

Comment: The overriding rule in this section of the law is that placement decisions must be made on an individual basis. The section also requires each agency to have various alternative placements available in order to insure that each handicapped child receives an education which is appropriate to his or her individual needs.

The analysis of the regulations for Section 504 of the Rehabilitation Act of 1973 includes several points regarding educational placements of handicapped children which are pertinent:

(1). With respect to determining proper placements, the analysis states: "***It should be stressed that, where a handicapped child is so disruptive in a regular classroom that the education of other students is significantly impaired, the needs of the handicapped child cannot be met in that environment. Therefore regular placement would not be appropriate to his or her needs***."

(2). With respect to placing a handicapped child in an alternative setting, the analysis states that among the factors to be considered in placing a child is the need to place the child as close to home as possible. Recipients are required to take this factor into account in making placement decisions. The parent's right to challenge the placement of their child extends not only to placement in special classes or separate schools, but also to placement in a distant school, particularly in a residential program. An equally appropriate education program may exist closer to home; and this issue may be raised by the parent under the due process provisions of this subpart.

E. In providing or arranging for the provision of nonacademic and extracurricular services and activities, each public agency shall insure that each handicapped child participates with non-handicapped children in those services and activities to the maximum extent appropriate to the needs of that child.

Comment. This requirement is based on a portion of Section 504 which states: "Handicapped children must also be provided nonacademic services in as integrated a setting as possible. This requirement is especially important for children whose educational needs necessitate their being solely with other handicapped children during most of each day. To the maximum extent appropriate, children in residential settings are also to be provided opportunities for participation with other children."

F. Each State educational agency shall make arrangements with public and private institutions as are necessary to insure that education in the least restrictive environment is effectively implemented.

Comment. Regardless of other reasons for institutional placement, no child in an institution who is capable of education in a regular public school setting may be denied access to an education in that setting.

G. Each State educational agency shall carry out activities to insure that teachers and administrators in all public agencies:

(1). Are fully informed about their responsibilities for implementing this part of the law, and

(2). Are provided with technical assistance and training necessary to assist them in this effort.

H. The State educational agency shall carry out activities to insure that this section of the law is implemented by each public agency. If there is evidence that a public agency makes placements that are inconsistent with this section of the law, the State education agency shall:

(1). Review the public agency's justification for its actions, and

(2). Assist in planning and implementing any necessary corrective action.

Placing a student in the least restrictive environment is a provision of P.L. 94-142 for educational programming for handicapped individuals. Through this provision, emphasis is placed on needs of the individual learner rather than upon labels or categories. As stated by Dr. Ed Meyer, "a unique feature of P.L. 94-142 (and P.L. 93-380) is the emphasis on the regular class as the preferred instructional base for all children."

The Law states that, to the maximum extent appropriate, handicapped children, including children in public and private facilities, are to be educated with children who are not handicapped and that special classes, separate schooling, or other removal of handicapped children from the regular educational environment should occur only when the nature or severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Section 504 has almost the same specifications as the least restrictive statute in P.L. 94-142. However, Section 504 has the added stipulation of "nearest placement to home."

Other terms have often been applied to the least restrictive environment concept. Most common of these is the term mainstreaming. Because the term mainstreaming has gained a negative connotation, it is being replaced and reference is made to educating the handicapped individual in the least restrictive environment or LRE. Basic common components of the least restrictive environment concept include:

(1). handicapped individuals will be educationally served through placement with nonhandicapped peers in the regular class setting "to the maximum extent possible",

(2). providing for the educational needs of individual children rather than categories,

(3). providing alternatives for serving the needs of children,

(4). providing support services to the regular classroom teacher when special assistance is needed, and

(5). providing direct support services to the child so the child can be maintained in the regular classroom setting.

Many educators equate the least restrictive environment concept with a wholesale return of all handicapped children to regular classes, and that is not true. The law does not require all handicapped children be placed in regular classes, but it does require the schools be able to justify placement decisions in which a handicapped child is served outside the regular classroom.

The least restrictive environment concept advocates that a variety of placements be made available to handicapped children. One of the models most requently referred to is the one developed by Evelyn Deno. Deno's Cascade of Special Education Services is a hierarchy of service options which range from the basic segregated model to the most integrated model. Program alternatives range from Level I, which represents meeting students needs through regular class placement, to Level VII, which is noneducation and most restrictive. The goal is to be able to place as many children as can be appropriately served in Level I, i.e., regular class. This model illustrates the need for various service levels in meeting the needs of various handicapped children.

The IEP is the management tool by which the maximum least restrictive environment is met. The least restrictive environment placement must meet the unique needs of each student. Therefore, the most appropriate placement for a handicapped child may be a self-contained special class. For this child his/her needs are being met in the least restrictive environment. The important point to be made is that alternative services and educational planning is available for each handicapped child and that the services are matched to the needs of the child.

The least restrictive environment concept results in children not merely being labeled and placed. For example, a child is not called "learning disabled" and placed into a third grade. Instead, the child is provided an educational program based upon specific and objectively defined needs.

Sections of these notes are from the Federal Register, Vol. 42, No. 163, Tuesday, August 23, 1977 and Vol. 42, No. 86, Wednesday, May 4, 1977.

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From:

U.S. Government Printing Office
Washington, DC 20402

or

Department of Health, Education & Welfare
Office of Civil Rights
Main HEW Building
Washington, DC 20201

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National Center for Law & the Handicapped
1235 North Eddy Street
South Bend, IN 46617
$10.00/year

Amicus is published bimonthly. Each issue includes brief reports on litigation, projects and programs relevant to the handicapped. The content of Amicus is well-structured and allows for easy reading. The National Center for Law and the Handicapped also publishes Newsline, a newsletter regarding recent litigation affecting handicapped citizens.

AN ANALYSIS OF P.L. 94-142

NASDSE, Suite 610E
1201 - 16th Street, N.W.
Washington, DC 20036 (202) 833-4218
$2.00

This document is a section by section analysis of the law, including a comparison of P.L. 94-142 with previous law and implications for state and local responsibilities.

EDUCATION OF THE HANDICAPPED LITIGATION BROUGHT UNDER P.L. 94-142 and SECTION 504

Compiled by the Education of the Handicapped Policy Project
NASDSE, Suite 610E
1201 - 16th Street, N.W.
Washington, DC 20036

This document is intended to identify the legal issues that have arisen as of August 1, 1978, out of P.L. 94-142 and Section 504 and to indicate how the courts are handling these issues.
17 pages.

MENTAL DISABILITY LAW REPORTER

c/o American Bar Association
Mental Disability Legal Resource Center
1800 "M" Street, N.W.
Washington, DC 20036 (202) 331-2240
$35.00/year

The Legal Resource Center plans to use this publication to provide a "continually updated compendium of legal materials for lawyers, administrators, professionals, and advocates involved in the mental disability area, and a total practice tool for lawyers involved in mental disability litigation."

LEAST RESTRICTIVE ENVIRONMENT

INTEGRATION OF SEVERELY HANDICAPPED STUDENTS: TOWARD CRITERIA FOR IMPLEMENTING AND ENFORCING THE INTEGRATION IMPERATIVE OF P.L. 94-142 & SECTION 504

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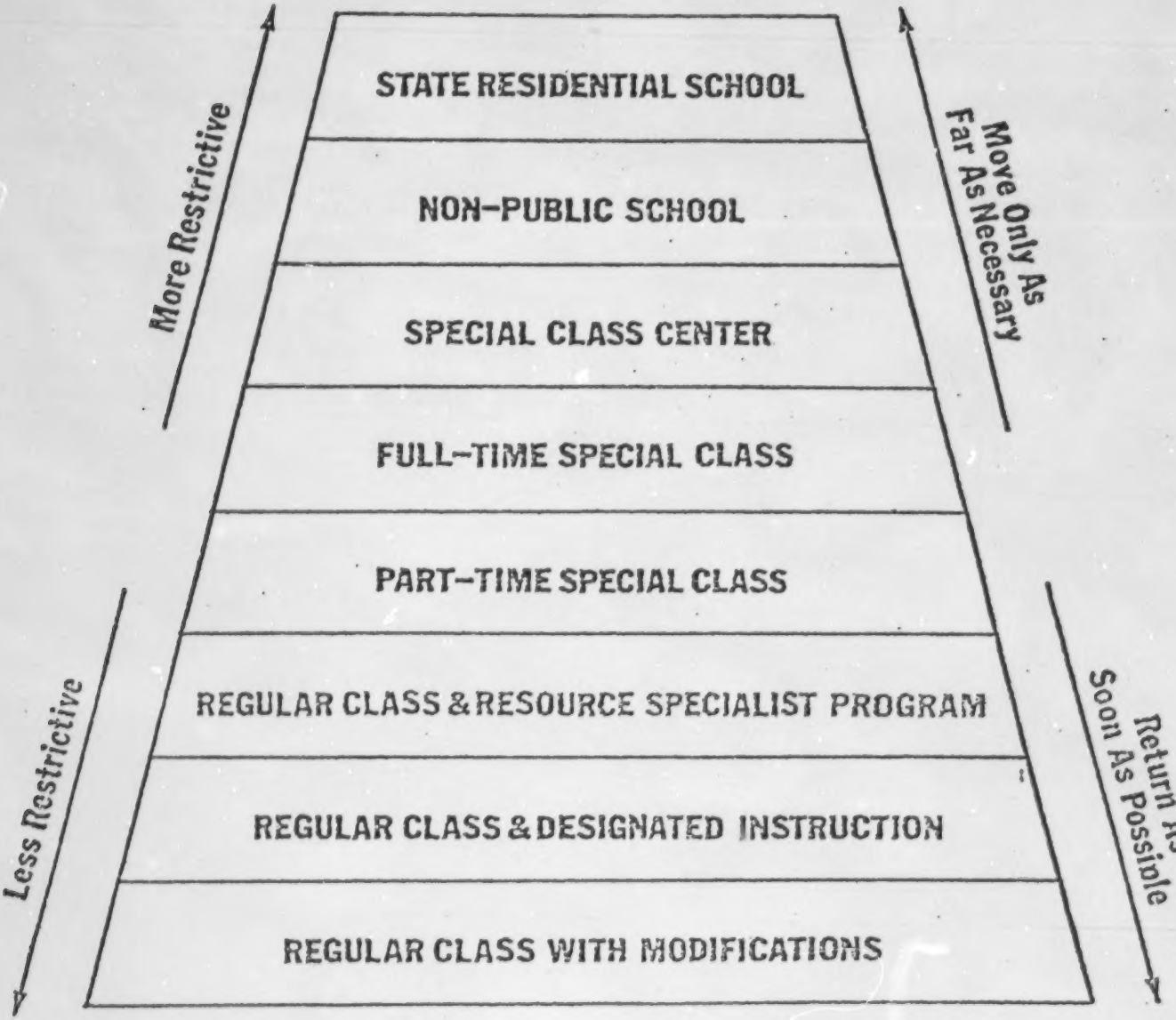
PLACEMENT CONSIDERATIONS



PROGRAM OPTIONS

One of the important guarantees of P.L. 94-142 is that handicapped children are, to the maximum extent appropriate, educated with normal or less handicapped peers. Only when the nature or severity of the child's handicap is such that s/he cannot be educated in the regular school program - even with the aid of specialists - can removal of the child from regular education be justified. This provision of the law is known as the "least restrictive environment."

Educators are currently struggling to arrive at a functional definition of the concept of "least restrictive environment." Regardless of how we define it, the goal is to provide the best learning environment possible for both the exceptional and the normal child, and to assign children to classes and teachers on the basis of educational needs, rather than handicapping condition. Some things which must be considered in making placement decisions are:

1. What are the student's strengths and primary learning needs?
2. What type of educational setting can most effectively help meet the child's needs? Why?
3. Is the child able to be successful in an integrated program (with nonhandicapped students) for most, or part of the day? How much should the student be integrated in the regular school program and for what kinds of activities?
4. If the child requires placement in a special class or center, what opportunities will s/he have for interaction with nonhandicapped, or less handicapped peers?

5. Does the physical environment of the setting allow for a wide range of movement and activity?

6. Are the expectations of the staff realistic for this child?

(Points one to six are adapted from Edgar, 1976)

The term "least restrictive environment" has come to be equated with "mainstreaming" or the "integration of handicapped children in regular classrooms". Keep in mind, however, that the concept of "least restrictive environment" means many things. It means that handicapped children have the right of access to appropriate public education programs, unimpeded by architectural, physical, financial, or attitudinal barriers. They have a right to a place in their community, along with all other children. Parents have a right to participate in the discussion and decision concerning their child's placement, to examine the alternatives, and to give their consent. Let's return for a minute to the point about "mainstreaming". Some parents view this trend with joy - that their child will no longer be segregated; others view it with alarm - that their child will be underserved or even harmed. Some parents of nonhandicapped children, as well as some regular and special educators, also have mixed emotions on this subject. Here are some things you should know about mainstreaming:

1. It is an approach that has already been used successfully with mildly handicapped students in some school districts;

2. Mainstreaming does not mean that special classes and centers will be abolished; these placements will still be provided for students who need them, but more thought will be given to how these settings can be made less restrictive;

3. Mainstreaming also means not removing students from the regular program unless it is absolutely necessary;

4. The application of the mainstreaming concept to more severely handicapped students is relatively new;

5. Students can be "mainstreamed" for a major part of the school day, or only for certain activities such as P.E., music, lunch - depending on the student's skills and learning needs;

6. Integrated school settings allow the exceptional child to be a part of the real world; to learn to accept limitations; to observe and model appropriate behavior; to become more socially accepted by other children and adults;

7. Mainstreaming is most successful when the child, the parents, the teacher, and the class are prepared in advance.

Remember, all placement recommendations for your child are made on the basis of assessment information, and your child's participation in special education programs occurs only when you have given written consent.

Excerpted from: Directions I, A Guidebook for Families, Western Los Angeles Direction Service, A Project of the University of Southern California, sponsored by the Bureau of Education for the Handicapped, Washington, D.C. April, 1978.

QUESTIONS TO ASK WHEN DETERMINING THE MOST APPROPRIATE LEAST RESTRICTIVE ENVIRONMENT FOR A STUDENT

How well does your placement decision balance? The following are a few questions you may want to ask before deciding where to place a student.

GENERAL QUESTIONS

1. Does the student's (a) behavior, (b) academic need, (c) physical status preclude grouping with non-handicapped individuals?
2. What kind of classroom structure does the student respond to best?
3. What kind of physical support system does the student need?
4. Are the room and building accessible to the student?
5. If the student cannot be grouped with non-handicapped peers now, what is being planned to insure that this will be possible in the future?
6. What previous attempts have been made to place this student in a least restrictive environment? What information did you gain from that experience that will aid you in planning for the student's next placement?

SPECIFIC QUESTIONS

1. Does the student possess the communication skills (verbal and nonberbal) to participate in the educational program under consideration?
2. Is the student's emotional development comparable to others in the class?
3. Is the student's social development comparable to others in the class?
4. Is the student academically compatible with others in the class in some subject?
5. Is the student motivated and interested in participating in the receiving classroom?
6. Is the student's age and physical size compatible with others in the class?
7. How large is the receiving class?

8. How does the potential receiving teacher feel about working with a student with this kind of handicap?

9. What are the receiving teacher's skills in working with the handicapped?

10. Does the receiving teacher use a teaching style that is compatible with the student's learning style?

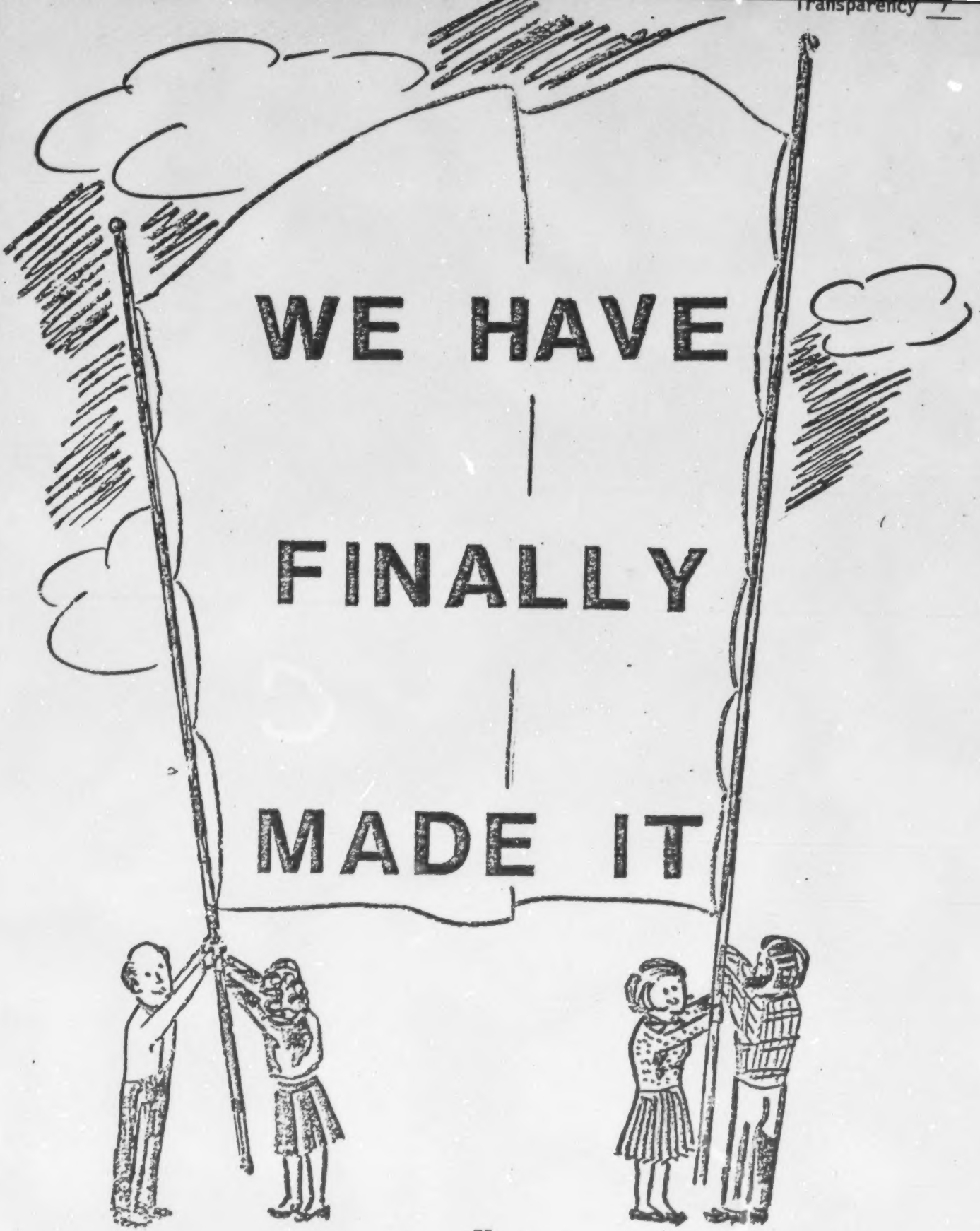
POSSIBLE AGENDA FOR AN IEP/PLACEMENT MEETING

1. Introduction of committee members - (chairperson)
2. Explanation of purpose of meeting - (chairperson)
3. Accuracy check of information--name, address, birthdate, etc. - (chairperson)
4. Summary of student's history - (student, parent(s) and/or referring person)
   a. Why the student was referred.
   b. School services student is now receiving.
   c. Special health problems.
   d. Other agencies student has been referred to.
5. If appropriate, summary of student's developmental history - (parent(s) and/or appropriate committee member)
6. Summary of evaluation results (psychologists, classroom teachers, special educators and/or others)
   a. What the test results indicate the student can and can't do
7. Development of the IEP - (total committee)
   a. Current levels of educational performance
   b. Goals of:
      1) student
      2) parent
      3) others
   c. Objectives and evaluation procedures
   d. Extent of participation in regular programs
   e. Dates of initiation and duration of service to be provided (indicate the anticipated length of time in proposed program)
   f. Related services needed
   g. Assignment of who is responsible to implement and monitor certain parts of the plan.
8. Recommended placement
9. Assignment of case manager - (chairperson)

10. Signing of IEP and placement forms and other forms, if necessary - (committee)

11. Adjournment - (chairperson)

This ag[illegible] adapted version of one in Considerations Involving The Multidis[illegible]ary Team by Dr. Tim Crowner., Kalamazoo Public Schools, Kalamazoo [illegible]chigan. February, 1979.


WE HAVE
FINALLY
MADE IT

PURPOSE OF P.L. 94-142

It is the purpose of this Act to assure that all handicapped children have available to them, within the time periods specified, a free appropriate public education which emphasizes special education and related services designed to meet their unique needs.

(Public Law 94-142, 1975, Sec. 3, c)

81

MAJOR FEATURES OF P.L. 94-142

- Protective Safeguards
- Least Restrictive Environment
- Individualized Educational Plan

STATEMENT OF SECTION 504

No otherwise qualified handicapped individual in the United States shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

WHAT P.L. 94-142 SAYS ABOUT LRE

Public Law 94-142 states:

> That to the maximum extent appropriate, handicapped children, including children in public or private institutions or other care facilities, are educated with children who are not handicapped,

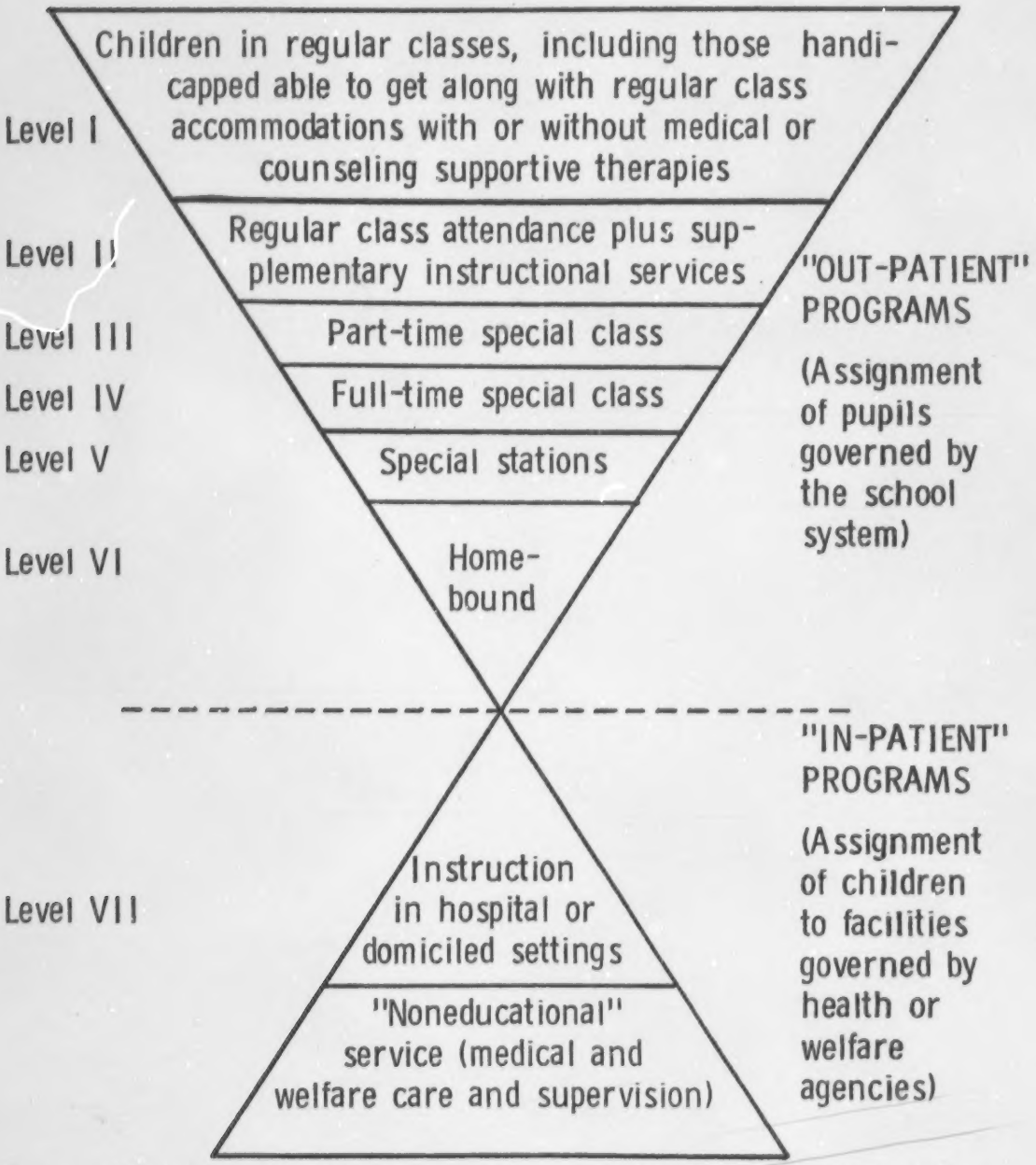
and

> that special classes, separate schooling or other removal of handicapped children from the regular educational environment occurs only when the nature or severity of the handicap is such that education in regular classes with the use of supplementary aids cannot be achieved satisfactorily.

COMPONENTS OF LRE

- handicapped educated in an environment most like a general education classroom environment as possible
- educating children rather than categories
- providing alternatives in services
- providing support services
- providing direct services

DENO'S CASCADE SYSTEM OF SPECIAL EDUCATION SERVICES


Level I
Children in regular classes, including those handicapped able to get along with regular class accommodations with or without medical or counseling supportive therapies
Level II
Regular class attendance plus supplementary instructional services
Level III
Part-time special class
Level IV
Full-time special class
Level V
Special stations
Level VI
Home-bound
"OUT-PATIENT" PROGRAMS
(Assignment of pupils governed by the school system)
"IN-PATIENT" PROGRAMS
(Assignment of children to facilities governed by health or welfare agencies)
Level VII
Instruction in hospital or domiciled settings
"Noneducational" service (medical and welfare care and supervision)

From: "Special Education as Development Capital," by Evelyn Deno, Exceptional Children, 1970, 37 (3), 229-237. Copyright © 1970 by Council for Exceptional Children. Reprinted by permission of CEC.

MYTH OF LRE

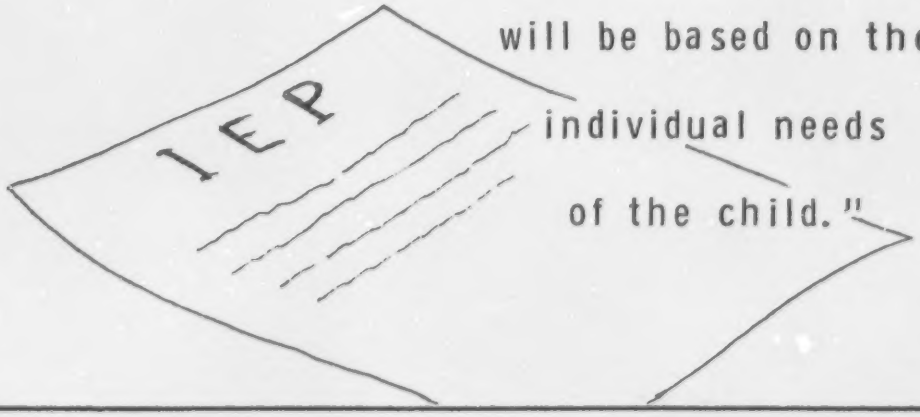
"All handicapped children
will be returned to
the regular classroom"

FALSE

TRUE

FACT OF LRE

"Educational placements of handicapped children will be based on the individual needs of the child."



LRE is:

1. Educating the handicapped with the non-handicapped to the maximum extent appropriate.

2. Making decisions as to what the best LRE is for a student based on his/her individual reeds.

3. A concept that is managed through the IEP.

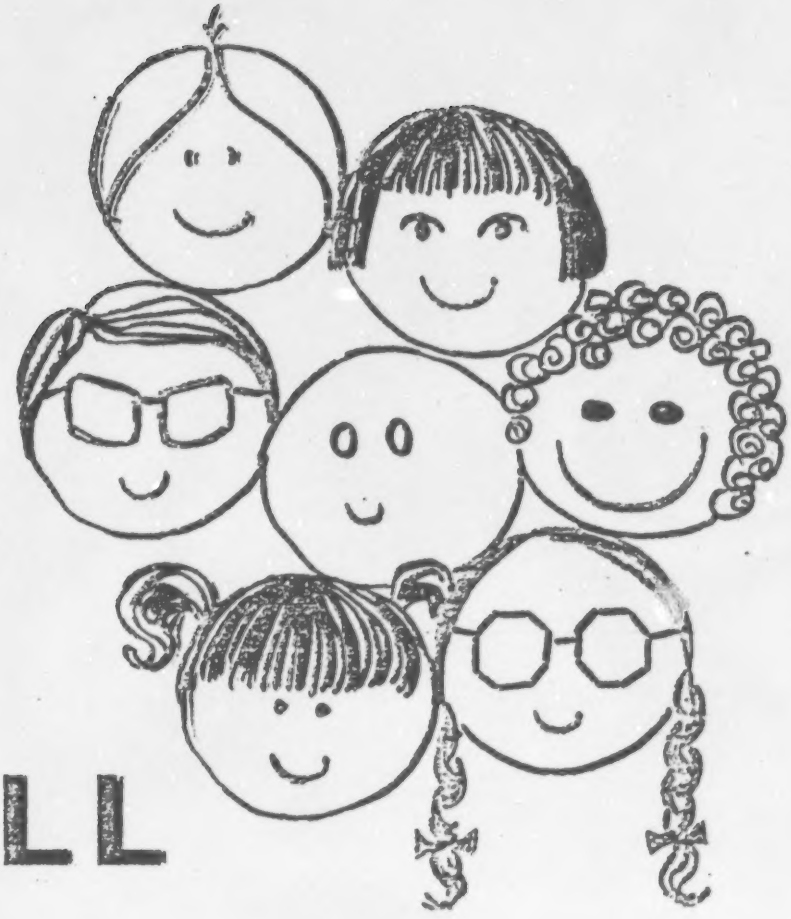
LRE is not:

1. A provision for wholesale mainstreaming.

2. A mandate for educating all students in the regular classroom.

3. Abolishing any particular educational environment, such as an institution.

AND



WE

ALL

WIN

ACTIVITY 12: THE FUNCTIONING OF HANDICAPPED INDIVIDUALS IN EVERYDAY ACTIVITIES

I. Purpose: To provide participants with an opportunity to view a handicapped individual functioning in everyday life.

- To provide participants with an opportunity to discuss their feelings and thoughts about serving the handicapped in general education classes.

II. Group Size:

A. Large group for viewing the film.

B. Small groups of four for the discussion activity.

III. Time Required: Sixty minutes:

A. Three minutes to explain the activity.

B. Twenty-seven minutes (approximately) to watch the film.

C. Twenty-five minutes for discussion.

D. Five minutes for closure.

IV. Physical Setting: Arrange the tables and chairs so everyone can see the screen.

V. Materials:

Facilitator	Participant
Film projector, 16mm, sound Screen Film, "As a Blind Person" or alternative	"Discussion Questions," Handout 8

VI. Procedures:

A. Implementing the Activity:

1. Explain that the film tells the story of a man who was born blind and is now the principal of an elementary school in California.

2. Show the film.

3. Ask if there are any questions or comments.

4. Ask the group to divide into small groups of four.

5. Distribute the discussion questions to each group member and ask them to discuss the questions for thirty minutes.

   a. Tell them they can choose which questions they wish to discuss.

B. Establishing Closure:

1. Ask the participants if anyone would like to share anything from their discussion.

NOTE: *This film was selected because it illustrates a handicapped individual who is functioning in everyday life. This provides the participants with a positive look at a handicapped individual. If this film cannot be secured another film which illustrates the same concept should be used. Try to select a film that portrays a student similar in age to the students most of the workshop participants teach.*

"As a Blind Person" can be obtained from the American Foundation for the Blind, 15 West 16th Street, New York, NY 10011 --rental, $30.00.

If the above is unavailable, two alternatives are:

"A Child is a Child"
color - seven minutes ($15.00)
Shows young, handicapped children as part of a group--emphasizing how they are like other children even though they may be blind or mentally retarded.

AIMS Instructional Media Services, Inc.
P. O. Box 1010
Hollywood, CA 90028

"I Am Not What You See"
($40,00)
Poignant TV interview with a woman who has achieved a meaningful life in spite of an overwhelming physical handicap.

Valeria Altieri
Canadian Broadcasting Corp.
245 Park Avenue - 34th Floor
New York, NY 10017

DISCUSSION QUESTIONS

1. How can teachers become more aware of the feelings of mildly handicapped students?

2. What are the most relevant curriculum experiences a school can provide to prepare mildly handicapped students to function successfully as adults?

3. What characteristics should a general education teacher have to work successfully with a mildly handicapped student?

4. What do general education teachers need to help them successfully include mildly handicapped in their classes?

5. What kind of adaptations are realistic to expect teachers to make in order to include mildly handicapped in their classes?

Adapted from The Mildly Handicapped: A Shared Responsibility, State of Iowa Department of Public Instruction, Special Education Division, Des Moines, Iowa. January, 1979.

ACTIVITY 13: WHO ARE THE HANDICAPPED?

I. Purpose: To provide information on the different categories of handicapping conditions.

II. Group Size: Large group.

III. Time Required: Forty-five minutes:

IV. Physical Setting: The participants are seated facing the facilitator and the screen.

V. Materials:

Facilitator

Lecture Notes
"Who Are the Handicapped"
Slides and tapes(optional)
Transparencies:
"Lady or the Hag" (17)
"Word Salad Activity (18)
"Word Salad Activity Answers" (19)
"Cascade of Services" (13)

Participant

Word Salad Activity, Handout 9
Answer Sheet, Handout 10
Section 121a.5 of P.L. 94-142, Handout 11
List of definitions of handicapping conditions contained in the state law for the handicapped for the state in which the workshop is being presented.

VI. Procedures:

A. Before the Activity:

1. Prepare a forty-five minute lecture which provides an overview of different handicapping conditions. This lecture is to follow the provided outline.

2. Information to supplement the outline can be obtained from sources in the bibliography on page 102.

3. Develop this lecture around the categories and definitions outlined in P.L. 94-142 and in the State Law for the handicapped from the state in which the workshop is being presented.

a. When presenting the characteristics of each handicapping condition, state them positively.

b. Do not present each characteristic point by point, but summarize them to provide an overall understanding of each handicapping condition.

c. State that all the characteristics describing each handicapping condition will not be found in every student thought to have that handicap.

d. State that handicapped students are more similar to normal students than they are different, and that no matter what handicapping condition a student may have, he/she is still a developing youngster who may possess some unusual behaviors but still has many normal behaviors and needs.

B. Implementing the Activity:

1. Distribute the handouts.

a. Tell the participants they may want to write notes on them.

2. Present the lecture.

a. Allow the participants to ask questions throughout the lecture as well as at the end of it.

b. Keep in mind that this is an overview of handicapping conditions.
(1) If participants start asking questions that are more indepth than the focus of the lecture, tell them the intent of the lecture is to provide an overview and that you will answer their questions during a break or refer them to another source who can do so.

NOTE: Supplement the lecture with slides, transparencies or a combination of both showing students with different handicapping conditions. Not only will this be more motivating and interesting to the participants, it will also provide a model for the presentation of general information.

Consider writing the characteristics for each handicapping condition on transparencies. This facilitates the participant's note-taking.

LECTURE OUTLINE: WHO ARE THE HANDICAPPED?

I. Provide an overview of the definitions of handicapped students.

A. Historically, various definitions have been supported in the identification of students who deviate from the norm.

1. In 1972 Kirk defined exceptional children as:

> The exceptional child is defined as the child who deviates from the average or normal child (1) in mental characteristics, (2) in sensory abilities, (3) in neuromuscular or physical characteristics, (4) in social or emotional behavior, (5) in communication abilities, or (6) in multiple handicaps to such an extent that he requires a modification of school practices, or special educational services, in order to develop to his maximum capacity.[1]

2. Dunn offers the following definition in the 1973 revision of his book:

> An exceptional pupil is so labeled only for that segment of his school career (1) when his deviating physical or behavioral characteristics are of such a nature as to manifest a significant learning asset or disability for special education purposes; and, therefore, (2) when, through trial provisions, it has been determined that he can make greater all-round adjustment and scholastic progress with direct or indirect special education services than he could with only a typical regular school program.[2]

B. Handicapped children are very similar to other children.

1. They differ because they require special services, facilities, curriculum, instructional materials, educational procedures, or special training skills.

2. Some may require help in all these areas - others in only one or two areas.

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[1]Kirk, S. A. Educating Exceptional Children (2nd ed.) Boston: Houghton Mifflin, 1972, p. 4.

[2]Dunn, L. M. (Ed.) Exceptional Children in the Schools (2nd ed.) New York: Holt, Rinehart and Winston, 1973, p. 7.

C. Section 121a. 5 of the Rules and Regulations for P.L. 94-142, contains the following definitions of handicapping conditions.

(DISTRIBUTE HANDOUT 11 TO THE GROUP)

D. Each state law for the handicapped also contains definitions for the various handicapping conditions.

(DISTRIBUTE A HANDOUT IF APPROPRIATE)

II. As the definition of each handicapping condition is presented according to the law, general characteristics of students who would be within that category should be described.

A. Mentally retarded

1. Intellectual

a. Subaverage intellectual ability; performs poorly on verbal and nonverbal intelligence tests.

1) Intelligence tests to determine a mental handicap are individually administered by a psychologist.

b. Performs poorly on adaptive behavior scales which determine how well a student functions in "every day" life.

c. Technically, a student labeled mentally retarded could learn everything that a "normal" student does-it would just take him/her much longer to do so. How much longer depends on how mentally handicapped the student is.

2. Academic

a. Below average performance in reading, math and other content areas.

b. Does not learn from incidental exposure to experience.

1) Much drill and repetition is necessary in order for the student to learn the concept.

c. Less able in activities requiring reading and listening comprehension, following complex directions, gaining insight into problem situations and problem solving, generalizing from rules and principles or from one situation to another, dealing with abstractions.

(PUT TRANSPARENCY 18 ON THE OVERHEAD AND DISTRIBUTE HANDOUT 9)

1) This illustrates the difficulty a mentally retarded student may have with abstractions and concept formation.

2) Do you have any idea what the answer is to each of these?

a) This is often how a retarded student reacts when he/she is given a worksheet or other subject matter that presents abstract concepts.

(DISTRIBUTE HANDOUT 10 .)

3) Here are the answers.

a) If clues had been given for each item, it would have been easier to complete the worksheet.

b) One clue which would have made the task easier is to know that many of the words or phrases contained a preposition such as "over", "under", "up", and "down".

d. Needs more review than other students

1) Tends to perform better if someone, like a teacher, monitors the student's work with frequent checks rather than checking only when an assignment is supposed to be completed.

e. Often needs a learning environment free from distractions.

f. Because of difficulty in these areas, a student who is mentally handicapped has trouble with school work and certain life situations.

1) There are certain life situations in which such a student may perform well.

2) A student can function below average in the academic world but still be average in the work world and able to be self-supporting.

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[3]Regan, M., Denton, P., Clark, P. for the Midwest Regional Resource Center, Working With Special Needs Students in Vocational Education Classes. Des Moines: Midwest Regional Resource Center, 1979.

3. Behavioral

a. Difficulty in comprehending social situations which results in a lack of social competence manifested by inappropriate behavior.

(1) May be taught five questions to ask a stranger when initiating conversation; but, may not realize unless he/she is taught, that you don't keep asking the same five questions again and again of the same person.

(2) Think of what it would be like to be in a strange country where you aren't familiar with the customs.

(a) The same type of mistake you might make like complimenting a woman for her attractive hair which would be considered very offensive and improper in the Middle East is the kind of mistake a mentally retarded person makes in our society.

(b) They have difficulty comprehending what to do in social situations unless they are specifically taught how to act.

b. Poor self-concept.

(1) Some of this results from not comprehending social situations and making mistakes.

c. Less adaptable because of problems with generalizing and problem solving.

d. Short attention span.

e. Poor concentration.

4. Physical

a. Physical development proceeds at a slower rate and continues for a longer period of time.

B. Seriously Emotional Disturbed

1. Intellectual

a. Intellectual functioning is not as strong an indicator as other characteristics that a problem exists.

b. Emotionally disturbed students run the whole gamut of intellectual functioning from low to high IQs.

2. Academic

a. Severe learning deficiencies as compared to what they should be able to do given their chronological age and IQ.

1) Usually so preoccupied with other factors - like their fantasies - that they can't spend time on school work.

b. Non-attending to class instruction because of short attention span.

3. Behavioral

a. Moods can range from being very depressed or withdrawn to elated or euphoric.

b. Complains of feeling uneasy or anxious most of the time without apparent cause.

c. Impaired ability to build or maintain satisfactory interpersonal relationships with peers and teachers.

d. Sometimes is impulsive and hyperactive.

4. Physical

a. Complains of physical pain, sensations or discomfort or impairments of bodily functions without any organic basis.

b. Engages in repetitive, stereotyped motor behavior, such as tics, nailbiting or rocking.

C. Visually Handicapped

1. Intellectual

a. Show approximately the same distribution of scores on intellectual tests as sighted individuals, when intelligence tests that acknowledge the presence of the handicap are used.

2. Academic

a. Function relatively normally; sometimes about one year behind grade-age level.

(1) Few changes need to be made in the school curriculum; sometimes special materials need to be obtained or developed.

3. Behavioral

a. Exhibits poor self-concept and ego development.

4. Physical

a. In running and general athletic ability the severely visually impaired have more difficulty than sighted students.

b. Should be included in physical education classes but may need to adapt some of the activities.

D. Speech Impaired

1. Intellectual

a. Same range of intellectual functioning as non-handicapped.

1) May use "baby talk" or not be able to make some sounds.

2) May not be able to form plurals or past tenses of words.

3) May have a limited vocabulary.

b. Impairs ability to participate in class discussions, respond to oral questions or give oral reports.

c. Below average achievement in reading and language arts because oral language fluency is so tied to reading and writing.

3. Behavioral

a. Difficulty comprehending spoken language.

4. Physical

a. No different in appearance unless there is some deformity such as cleft palate.

E. Hearing Handicapped

1. Intellectual

a. Same IQ range as "normal" sutdents if given IQ tests that take into account the handicap.

2. Academic

a. How well they perform academically depends on:

1) Age of onset of deafness.

2) Degree of loss.

3) Nature of loss.

a) Is it in the range of the "normal" speaking voice or only at the very upper and lower ranges?

b. Problems in reading, spelling and other related language areas.

c. Learns better when concepts are presented using concrete materials or visually.

3. Behavioral

a. Frequently uses "neutral responses", "smiling", saying "yes" and periodically nodding in situations where he/she lacks understanding.

b. Linguistic errors, such as dropping "s" plurals and possessive endings, i.e., says, "The boy hat" for "The boy's hat".

c. Often speaks too loudly.

d. Appears not to be attending to teacher's directions.

1) May need a visual cue that it is time to look at the teacher.

e. Thought to be "stuck up" or "impolite" because they don't hear others speaking to them so they don't respond.

4. Physical

a. History of frequent ear aches or ear discharge, or nasal obstruction with associated mouth breathing or other nasal symptoms.

F. Specific Learning Disability

1. Intellectual

a. Discrepancy between intellectual potential and academic performance.

1) IQ is normal or above but student performs two or three years below grade level.

2) Discrepancy is caused by a disturbance in some basic psychological process.

3) Student may appear bright though unable to learn.

a) Not caused by mental retardation, blindness, etc.

(b) For example, they may visually or auditorially perceive things differently even though there is nothing wrong with their hearing or vision.

(PUT TRANSPARENCY 17 ON THE OVERHEAD AND EXPLAIN)

2. Academic

   a. Don't perform as well as their IQ indicates they should.

   b. Exhibit a pattern of strengths and weaknesses.

      1) Do well in some academic subjects but not in others.

      2) Different from the mentally handicapped student who does poorly in all academic subjects.

   c. One day knows a fact but doesn't the next.

   d. Problems in listening, reading, writing and other academic subjects.

   e. Difficulty understanding directions and the meaning of time.

      1) Affects completion of assignments.

      2) Affects arriving at class on time.

   f. Need to learn basic skills or how to compensate for their absence.

3. Behavioral

   a. Hyperactivity

      1) At the elementary level, takes the form of constant motion, difficulty in attending to any one thing, flits from one thing to another.

      2) As students grow older, hyperactivity seems to decrease. What may happen is that it changes form to things like finger tapping, object tapping, tics and grimaces.

   b. Short attention span; unable to concentrate on any one task for very long.

1) Trouble with long class periods and lectures.

2) Watches others rather than works.

3) Easily distracted by noises.

a) Hard for them to concentrate on homework in study halls or at home.

c. Trouble with unsupervised, unstructured time and with completing assignments without much supervision.

d. Emotional liability, easily upset, nervous, low frustration thresholds, rapid change from one mood to another.

e. Poor self-perception and self-concept.

f. Reduced motivation.

4. Physical

a. Poor general coordination.

1) Awkwardness evident in skipping, climbing, running.

2) May have difficulty in mechanical drawing, shop, typing.

b. Often is disorganized in physical appearance.

IV. Present an overview of the delivery of educational services.

A. In recent years educational programs for handicapped students have changed!

1. No longer are students placed in an educational program according to handicapping condition.

2. The goal today is to match the student's needs and characteristics with instructional options.

a. This matching occurs during IEP team meetings when the kind of specially designed instruction the student needs is discussed.

b. No longer do we say, "We have a resource room for learning disabled students. Let's put the student in it even though we think his/her real problem is a hearing loss."

c. Now, we think of the student's needs first and try to match the student to the program - not the program to the student.

1) It is an important and subtle difference.

B. Various options exist as alternatives for delivery of educational services.

(PUT TRANSPARENCY 13 ON THE OVERHEAD AND BRIEFLY EXPLAIN WHAT EACH ONE OF THE OPTIONS IS.)

V. Present an overview of the controversy regarding the labeling handicapped students.

A. Most special educators will agree that labeling (which is what happens when a student is called deaf or mentally retarded) has a negative influence on students.

1. Many educators believe that labels such as "emotionally disturbed" or "hyperactive" become a self-fulfilling prophecy for a student.

B. Because P.L. 94-142 perpetuates the use of labels, by listing them in the law, students will probably continue to be labeled.

1. So far, two states - Massachusetts and South Dakcta - have taken an innovative approach to the labeling issue.

a. Instead of labeling a student "mentally retarded" or "learning disabled", South Dakota has stated two categories of handicaps:

1) Children in need of special assistance.

a) These students have mild and/or moderate handicaps.

b) All students that are mild or moderately handicapped are said to be in this category no matter why they are handicapped.

c) These are the students you often see in public schools and are prime candidates for being integrated into general education classes.

2) Children in need of prolonged assistance.

a) These students are more severely disabled.

b. This type of categorization still classifies or labels students to a degree, but this kind of classification probably will have much less of a negative effect on students than the labels "mentally retarded" or "emotionally disturbed" do.

BIBLIOGRAPHY

The following are examples of resource materials which provide overview information:

Dunn, L. M. (Ed.) Exceptional Children in the Schools (2nd ed.) New York: Holt, Rinehart and Winston, 1973.

Gearheart, B. R., and Weishahn, M. W. The Handicapped Child in the Regular Classroom. St. Louis: The C. V. Mosby Co., 1976.

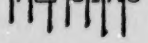
Kirk, S. A. Educating Exceptional Children. (2nd ed.) Boston: Houghton Mifflin, 1972.

La Vor, M. L. "Federal Legislation for Exceptional Persons: A History". In F. J. Weintraub, A. Abeson, J. Ballard, and M. L. La Vor (eds.), Public Policy and the Education of Exceptional Children. Reston, Virginia: The Council for Exceptional Children, 1976.

Meyen, E. L. Exceptional Children and Youth: An Introduction. Denver: Love Publishing Company, 1978.

Reynolds, M. C. & Birch, J. W. Teaching Exceptional Children In All America's Schools: A First Course for Teachers & Principals. Reston, Virginia: The Coucil for Exceptional Children, 1977.

WORD SALAD ACTIVITY

	LEV EL	MIND MATTER	T O W N
1.	2.	3.	4.
i i i 0 0 0	STAND I	CHAIR	WEAR LONG
5.	6.	7.	8.
ECNALG	GROUND FEET FEET FEET FEET FEET FEET		DEATH LIFE
9.	10.	11.	12.
DICE DICE	KNEE LIGHT	HE'S/HIMSELF	O O
13.	14.	15.	16.
YOU J U S T ME	R ROAD A D	PROFILE	H C U O T
17.	18.	19.	20.
GI'S C C C C		MAN BOARD	CYCLE CYCLE CYCLE
21.	22.	23.	24.

From Regan, M., Denton, P., Clark, P. for the Midwest Regional Resource Center, Working With Special Needs Students in Vocational Education Classes. Des Moines: Midwest Regional Resource Center, 1979.

ANSWER SHEET FOR WORD SALAD ACTIVITY

SANDBOX	SPLIT LEVEL	MIND OVER MATTER	DOWNTOWN
CIRCLES UNDER EYES	I UNDERSTAND	HIGHCHAIR	LONG UNDERWEAR
BACKWARD GLANCE	SIX FEET UNDER GROUND	SEE THROUGH BLOUSE	LIFE AFTER DEATH
PARADISE	NEON LIGHT	HE'S BESIDE HIMSELF	OHIO
JUST BETWEEN YOU AND ME	CROSSROAD	LOW PROFILE	TOUCH UP
G. I.'S OVERSEAS	READING BETWEEN THE LINES	MAN OVERBOARD	TRICYCLE

From Regan, M., Denton, P., Clark, P. for the Midwest Regional Resource Center, Working With Special Needs Students in Voational Education Classes. Des Moines: Midwest Regional Resource Center, 1979.

Sec. 121a.5 Handicapped Children

(a) As used in this part, the term "handicapped children" means those children evaluated in accordance with SS 121a.530-121a.534 as being mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired, deaf-blind, multi-handicapped, or as having specific learning disabilities, who because of those impairments need special education and related services.

(b) The terms used in this definition are defined as follows:

(1) "Deaf" means a hearing impairment which is so severe that the child is impaired in processing linguistic information through hearing with or without amplification, which adversely affects educational performance.

(2) "Deaf-blind" means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that they cannot be accommodated in special education programs solely for deaf or blind children.

(3) "Hard of hearing" means a hearing impairment, whether permanent or fluctuating, which adversely affects a child's educational performance but which is not included under the definition of "deaf" in this section.

(4) "Mentally retarded" means significantly sub-average general intellectual functioning existing concurrently which deficits in adaptive behavior and manifested during the developmental period, which adversely affects a child's educational performance.

(5) "Multihandicapped" means concomitant impairments (such as mentally retarded-blind, mentally retarded-orthopedically impaired, etc.), the combination of which causes such severe educational problems that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blind children.

(6) "Orthopedically impaired" means a severe orthopedic impairment which adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), and impairments from other causes (e.g., cerebral palsy, amputation, and fractures or burns which cause contractures).

(7) "Other health impaired" means limited strength, vitality or alertness, due [illegible]nic or acute health problems such as a heart condition [illegible]culosis, rheumatic fever, asthma,

sickle cell anemia, epilepsy, lead poisoning, leukemia, or diabetes, which adversely affects a child's educational performance.

(8) "Seriously emotionally disturbed" is defined as follows:

(i) The term means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects educational performance:

(A) An inability to learn which cannot be explained by intellectual, sensory, or health factors;

(B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;

(C) Inappropriate types of behavior or feelings under normal circumstances;

(D) A general pervasive mood of unhappiness or depression;

(E) A tendency to develop physical symptoms or fears associated with personal or school problems.

(ii) The term includes children who are schizophrenic or autistic. The term does not include children who are socially maladjusted, unless it is determined that they are seriously emotionally disturbed.

(9) "Specific learning disability" means a disorder in one or more of the basis psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps, or mental retardation, or of environmental, cultural, or economic disadvantage.

(10) "Speech impaired" means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, which adversely affects a child's

educational performance.

(11) "Visually handicapped" means a visual impairment which, even with correction, adversely affects a child's educational performance. The term includes both partially seeing and blind children. (20 U.S.C. 140 (1), (15).

From the Federal Register, Vol. 42, No. 163, Tuesday, August 23, 1977.

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ACTIVITY 14: PROCESSING ACTIVITY II

I. Purpose: To assist the participants in summarizing the afternoon's activities, particularly in terms of what they learned, re-learned, noticed, and still need to know.

II. Group Size:

A. Individual activity.

B. Pairs.

III. Time Required: Fifteen minutes:

A. Five minutes to complete form.

B. Ten minutes to discuss.

IV. Physical Setting: Arrange the chairs in small groups so the participants can sit and face each other.

V. Materials:

Facilitator	Participant
None	"Processing Activity II", Handout 12 Pen or Pencil

VI. Procedures:

A. Implementing the Activity:

1. Distribute the forms and instruct the participants to take a few minutes to reflect on what happened to them as a result of the afternoon's workshop activities, and to complete the sentence stems on the form.

2. After the participants have completed the sentence stems, ask them to choose a partner and talk about their personal experiences, including the reaction to the morning session.

a. Remind them that they may share as much or as little as they want.

B. Establishing Closure:

1. Tell the participants to retain this activity for further purposes.

2. Inform the group that you will be available should anyone wish to share ideas, reactions and other perceptions on a one-to-one basis.

PROCESSING ACTIVITY II

TEACHER

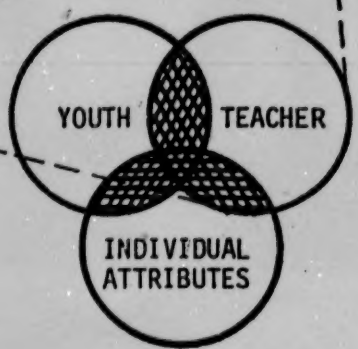
1. I learned that...

2. I re-learned that...

3. I noticed that...

4. I still need to know...

5. I was surprised that...



AGENDA FOR MEETING THE LEAST RESTRICTIVE ENVIRONMENT CHALLENGE:

PRELIMINARY CONSIDERATIONS FOR EDUCATORS

MORNING OF THE SECOND DAY OF THE WORKSHOP

Activity 15:	Grading Game	8:30- 9:00
Activity 16:	Why I Chose To Teach	9:00- 9:40
Activity 17:	The Importance of Self-Awareness	9:40-10:05
	Coffee Break	10:05-10:20
Activity 18:	Teaching Values Survey	10:20-10:50
Activity 19:	Forced Choice Activity	10:50-11:15
Activity 20:	What Makes Teachers Human?	11:15-11:45
Activity 21:	Processing Activity III	11:45-12:00

ACTIVITY 15: GRADING GAME

I. Purpose: To initiate thinking in the second major emphasis of the workshop, teacher self-awareness, by providing an activity which focuses on the effect individual attitudes and values have on decision-making.

II. Group Size: Large group.

III. Time Required: Thirty minutes:

A. Five minutes to explain the activity.

B. Twenty minutes to conduct it.

C. Five minutes for closure.

IV. Physical Setting: A lecture setting that allows for physically dividing the participants into two equally size groups.

V. Materials:

Facilitator	Participant
Blank transparencies	Pen or pencil
Marker pen	Three simulated student papers to be graded:
Overhead projector	1) "Arithmetic Test," Handout 13
	2) "The Job I Would Like..." Handout 14
	3) "The Day Pedro Met Tiny" Handout 15

VI. Procedures:

A. Before the Activity:

1. Select two assistants.

a. Assign one assistant to each half of the group to collect the graded papers from that group.

b. This collection process is not critical for the "Arithmetic Test," since all papers are the same.

c. However, when completing the remaining exercises, each half of the group will be given a different description of the student submitting the paper. So, the papers from each half must be collected and tabulated separately.

2. Select two individuals, preferably not participants, to tabulate the results of the exercise for later reporting to the group.

   a. Using transparencies, prepare the following charts on which the assistants can record the summarized data:

Arithmetic Test	Neat Pete	Messy Pete	Low IQ	High IQ
10	A		A	
9	B		B	
8	C		C	
7	D		D	
6	E		E	
5	F		F	
4				
3				
2				
1				

B. Implementing the Activity:

1. Inform the participants that they will be grading three simulated student papers, an activity which, in reality, consumes a considerable portion of most teachers' time.

   a. Tell them that the graded papers will be collected, the grades tabulated, and the results shared.

   b. Make certain that they read the descriptions/instructions before grading.

   c. Ask them to complete the exercise without discussing the papers with other participants.

2. Distribute papers and have them collected by the assistants one at a time in the order listed in the participant materials' section.

   a. The instructions for the "Arithmetic Test" (Exhibit 5.5,) are the same for everyone.

   b. In distributing the papers extitled, "The Job I Would Like to Have Ten Years From Now," make certain that half the group receives Exhibit 5.3a, and the other half Exhibit 5.3b.

      1) Do not inform the participants that the student descriptions are different.

2) Remind the assistants to collect papers only from the half of the group assigned to them.

c. In completing Exhibits 5.4a and 5.4b, the procedures are the same as above.

3. Have the other assistants tabulate the results and put them on the transparencies for the purpose of sharing with the participants.

a. The results for 5.3a and 5.3b, 5.4a and 5.4b must be tabulated separately.

C. Establishing Closure:

1. A lengthy discussion of the results is not necessary since the data "speaks for itself."

a. Point out that other phenomena, such as values, biases, standards, and expectations influence teacher evaluation.

b. Mention that while it is most difficult - if not impossible to eliminate these factors - their recognition is the first necessary step in improving relations between individuals and groups and in improving classroom climate.

2. Encourage the participants to ask questions or make comments.

ARITHMETIC TEST

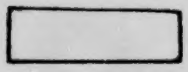
Directions (to the pupils): Work the following problems and show your steps in arriving at the solutions:

1. If 3 apples cost 13¢ how much will 7 apples cost?

$$
\begin{array}{r}
4.56 \\
3\overline{)13.00} \\
12 \\
\hline
10 \\
8 \\
\hline
20
\end{array}
\qquad
\begin{array}{r}
4.56 \\
\times\ 7 \\
\hline
31.92
\end{array}
$$

Answer: 31.92

EXHIBIT 5.5 (continued)



INSTRUCTIONS AND WORKSHEET

Arithmetic Test

This is the first of ten items in a 6th grade arithmetic test. Each item is worth a maximum of ten points.

Read the teacher's directions to the pupils and then examine the response of this particular pupil. Evaluate the pupil's work by circling the number of points that you would award him for his response. Circle one:

0 1 2 3 4 5 6 7 8 9 10

As soon as you have completed the marking as instructed, hand in this sheet for tabulation.

EXHIBIT 5.5

INSTRUCTIONS AND WORKSHEET

"The Job I Would Like To Have Ten Years From Now"

Pete, the writer of this theme, is a 10th grade student. He generally works diligently at his studies, and he is considered to be a good school citizen. Pete is popular with his fellow students, being elected as the student council representative from his homeroom. He is one of the student managers for the football team, and he played on the "B" squad in basketball. He also plays trombone in the school band. Pete usually wears white levis and colorful sport shirts, and he keeps "boyishly" well groomed and clean. Although he has been known to be involved in a few mischievous episodes, he has never caused any serious trouble for his teachers or parents. His favorite interests are athletics and jam sessions.

The class was asked to write a theme of one or two pages on the topic, "The Job I Would Like To Have Ten Years From Now." Assign a mark to Pete's paper, assuming that there is an A,B,C,D,F marking system, D being the lowest passing mark. Circle one of the following:

A B C D F

As soon as you have completed the marking as instructed, hand in this sheet for tabulation.

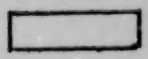
EXHIBIT 5.3a

The Job I Would Like to Have
Ten Years from Now

Ten years from now I would like to be an engineer. I would not like a job that would keep me indoors much of the time, like a store clerk or a banker. Also I want a job that will permit me to make a good living and not worry about having enough money for my family to have a few things. There will always be plenty of work for engineers to do. Some people choose a line of work because it is easy. I dont mind hard work as long as its the kind of work I like to do. Another reason for my choice is that an engineer can be his own boss and run his own business. These are the reasons why I would like to be an engineer ten years from now.

If I couldnt be an engineer I think my second choice would be an airline pilot.

Exhibit 5.3a (continued)



INSTRUCTIONS AND WORK SHEET
"THE JOB I WOULD LIKE TO HAVE TEN YEARS FROM NOW"

Pete, the writer of this theme, is a 10th grade student. He frequently comes to classes late; sometimes he arrives as much as forty minutes after school begins in the morning. Some of the girls in class complain about his use of profane language in the halls. The teachers often have to reprimand him for his manners. He is sometimes curt and impolite toward teachers. On hot spring days, students are especially antagonistic toward Pete because of his repulsive body odor. His clothes are usually dirty and sloppily worn, with shirt out and pants hanging low on his hips. He lets his black hair grow long around his ears and uses gobs of grease or oil to keep it in place. His favorite sport is hot-rodding.

The class was asked to write a theme of one or two pages on the topic, "The Job I Would Like To Have Ten Years From Now." Assign a mark to Pete's paper, assuming that there is an A,B,C,D,F marking system, D being the lowest passing mark. Circle one of the following:

A B C D F

As soon as you have completed the marking as instructed, hand in this sheet for tabulation.

EXHIBIT 5.3b

The Job I Would Like to Have
Ten Years from Now

Ten years from now I would like to be an auto mechanic I would not like a job that would keep me indoors much of the time, like a store clerk or a banker Also I want a job that will permit me to make a good living and not worry about having enough money for my family to have a few things There will always be plenty of work for mechanics to do Some people choose a line of work because it is easy. I dont mind hard work as long as its the kind of work I like to do. Another reason for my choice is that a mechanic can be his own boss and run his own business These are the reasons why I would like to be a mechanic ten years from now.

If I couldnt be a mechanic I think my second choice would be a filling station operator.

Exhibit 5.3b (continued)

The Day Pedro Met Tiny

It was a beautiful day and Pedro, a little Mexican boy was crying for joy. This was the day mama bull had a baby bull. Pedros father said he could have him ~~when~~ when he was born and this was the day.

After a year Pedro had named the little bull Tiny although he did not know that some day he would grow into a giant of a bull. One year Pedro's father had a bad harvest and needed money bad. It was a terrible thing for Pedro when papa had to sell Tiny. Pedro ~~said~~ said he would never forget the day Tiny left.

INSTRUCTIONS AND WORKSHEET

"The Day Pedro Met Tiny"

This is an original story written by Henry Alderson, a 6th grade pupil, as a homework assignment to be done by each pupil in the class. His I.Q., as measured by the California Test of Mental Maturity, is Low. He generally works diligently at his studies.

Read the story and then assign a mark to it, assuming that there is an A, B, C, D, F marking system, with D being the lowest passing mark. Circle one:

A B C D F

Exhibit 5.4a

The Day Pedro Met Tiny

It was a beautiful day and Pedro, a little Mexican boy was crying for joy. This was the day mama bell had a baby bull. Pedros father said he could have him ~~[illegible]~~ when he was born and this was the day.

After a year Pedro had named the little bull Tiny although he did not know that some day he would grow into a giant of a bull. One ~~[illegible]~~ year Pedro's father had a bad harvest and needed money back. It was a terrible thing for Pedro when papa had to sell Tiny for $1.00.

INSTRUCTIONS AND WORKSHEET

"The Day Pedro Met Tiny"

This is an original story written by Henry Alderson, a 6th grade pupil, as a homework assignment to be done by each pupil in the class. His I.Q., as measured by the California Test of Mental Maturity, is High. He generally works diligently at his studies.

Read the story and then assign a mark to it, assuming that there is an A, B, C, D, F marking system, with D being the lowest passing mark. Circle one:

A B C D F

Exhibit 5.4b

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ACTIVITY 16: WHY I CHOSE TO TEACH

I. Purpose: To further the process of self-awareness by encouraging the participants to consider their reasons for teaching and the factors which were and are important in identifying these reasons.

II. Group Size: Large group.

III. Time Required: Forty minutes:

A. Five minutes to explain the activity.

B. Fifteen minutes to complete the form.

C. Ten minutes to discuss the form with a partner.

D. Ten minutes for large group discussion.

IV. Physical Setting: A lecture setting.

V. Materials:

Facilitator	Participant
None	Pencil or pen "Why I Chose To Teach," Handout 16

VI. Procedures:

A. Implementing the Activity:

1. Distribute the form, "Why I Chose To Teach," and explain to the group that the most often mentioned reasons for people becoming teachers are on the form.

2. Ask them to first read the total list.

a. Then tell them to select their own primary reason for choosing teaching as a career and mark it with a number 1.

b. Ask them to continue ranking the remaining items through number 14.

c. Remind them that item 15 (other) should be completed with an appropriate description if they want to add an unlisted reason.

3. After the participants have completed the form, invite them to find a partner and discuss their rankings with each other.

B. Establishing Closure:

1. Bring the group together and discuss what they discovered as a result of this activity.

   a. The facilitator might wish to share her/his own ranking of the items.

   b. In addition, the facilitator could take a poll noting the number of individuals who had a first choice for each reason.

2. Invite the participants to share any other reasons which they might have generated if they wish.

3. Emphasize the complexity of factors which affect the ranking of these items such as self-concept, school experiences, socioeconomic status, needs, interests, values and attitudes.

WHY I CHOSE TO TEACH

Your Rank		Statement
___	1.	I am becoming a teacher because I want to share my love for my subject with others and help my students learn from me.
___	2.	I want to be a professional_____(artist, musician, actor, or whatever), but will probably not be able to support myself on my income from that field. Chances are I'll teach so that I'll have enough money to support myself yet enough free time to do what I really want to do.
___	3.	Ever since I can remember, my parents and others have encouraged me to be a teacher, emphasizing that teaching is a good, respectable profession.
___	4.	I have always enjoyed and been good at things like helping other kids with homework, tutoring, camp counseling, and coaching. I decided to become a teacher because I wanted to work with children.
___	5.	One of my teachers really influenced my decision to become a teacher because of the model he (she) provided. I really looked up to that teacher and wanted to be like him (her).
___	6.	School was always such a rewarding and satisfying experience for me that I feel I would like to continue it as a teacher.
___	7.	As a child I always liked situations in which I could be in charge or be the leader. Because I felt important when other people listened to me and did what I said, I think would enjoy being a teacher.
___	8.	Teaching is a good profession to fall back on as a second choice if I don't realize my first choice (e.g., becoming a physician, lawyer, psychologist, etc.).
___	9.	One of my parents is a teacher and I grew up learning about teaching, playing school, and wanting to become a teacher myself.
___	10.	I have decided to become a teacher so that I can work to change many of the bad things that I experienced as a student at the hands of some of my teachers. I want to make school an enjoyable place where real learning can occur.

___ 11. I had never really considered teaching as a career until I participated in a "teaching-type experience" (e.g., being a scout leader, camp counselor, Sunday school teacher, etc.) that led me to think that I might like to be a teacher.

___ 12. I want to be a teacher because I believe that schooling can be a positive force in a child's development, and I would like to contribute to that development.

___ 13. I see myself as a person committed to social change. By being a teacher I will be able to do my part toward creating a better world.

___ 14. (a) As a girl growing up I was encouraged to go to college and take education courses. Then after graduation I would have a career if I wanted one. And after marrying and having children, I would be able to go back to teaching when my children were older.
(b) As a boy growing up I had very few male teachers, especially in elementary school, and feel I missed something by not having enough male models in school. I would like to help correct this situation by becoming a teacher.

___ 15. Other (describe).

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ACTIVITY 17: THE IMPORTANCE OF SELF-AWARENESS

I. Purpose: To provide further support and encouragement for the participants in their ongoing efforts to be introspective, aware of their values, and cognizant of their effort on learners in the teaching environment.

II. Group Size: Large group.

III. Time Required: Twenty-five minutes:

A. Five minutes to introduce the concept.

B. Five minutes to expand on the importance of self-awareness.

C. Five minutes for closure and answering questions.

IV. Physical Setting: Re-establish the lecture setting with a good view of the screen.

V. Materials:

Facilitator	Participant
Screen Overhead projector Transparencies: "Cartoon on Self-Worth" (20) "The 'I Am' Circle" (21)	None

VI. Procedures:

A. Before the Activity:

1. Prepare the lecture using the provided outline.

a. Introduction

(PUT TRANSPARENCY 20 ON THE OVERHEAD. SHOW THE CARTOON FRAMES ONE AT A TIME.)

1) Emphasize how everyone has a variable self-concept.

2) Make a statement on the awareness of how others influence our feelings about ourselves.

b. However, very often self-imposed negative feelings prevent good perceptions from taking hold.

1) The burden of guilt from the past.

2) Not to mention worrying about the future.

3) Both serve to prevent effective functioning here and now.

2. Another major impediment to success is "I Aming."

   a. Everyone can think of numerous occasions when they fall into this syndome.

      1) "This is a dumb question, but...."

      2) "You're not going to believe what I did."

      3) "I can't teach that insect unit -- I never did well in science courses."

(PUT TRANSPARENCY 21 ON THE OVERHEAD.)

   b. This is an example to illustrate how this process operates.

      1) "I am dumb in math."

      2) "But I have to do this assignment."

      3) "I'll be able to do it." (initial thought)

      4) "But I really can't." (later perception)

      5) "Why? Because I'm dumb in math!"

   c. These are the kinds of self-perceptions which must be overcome if one is to feel good -- and for no one is it more critical than for teachers.

      1) Numerous studies have revealed two factors involved in teacher/student relations (refer to the workshop model).

         a. Teachers are significant others for learners -- they are very influential.

         b. Teachers have strengths and abilities which they must share with learners.

      2) The process of introspection must continually function -- self-awareness is the key to improving oneself and developing a positive self-image.

3. End the lecture with the following quote or one similar to it:

BITS AND PIECES FROM LEO ROSTEN

"In some way, however small and secret, each of us is a little mad. Everyone is lonely at bottom and cries to be understood. But we can never really understand anyone else, and we remain part stranger even to those who love us. . . . It is the weak who are cruel; gentleness can only be expected from the strong. For he who does not know fear is not really brave; for courage is the capacity to confront what can be imagined. . . . You can understand people better if you look at them, no matter how old or impressive they are, as if they are children, for most people never really mature, they simply grow taller. . . . Happiness comes only when we push our hearts and our minds to the furthest reaches of which we are capable. For the purpose of life is to matter, to count, to stand for something, to have it make some difference that you lived at all." 1

B. Implementing the Activity:

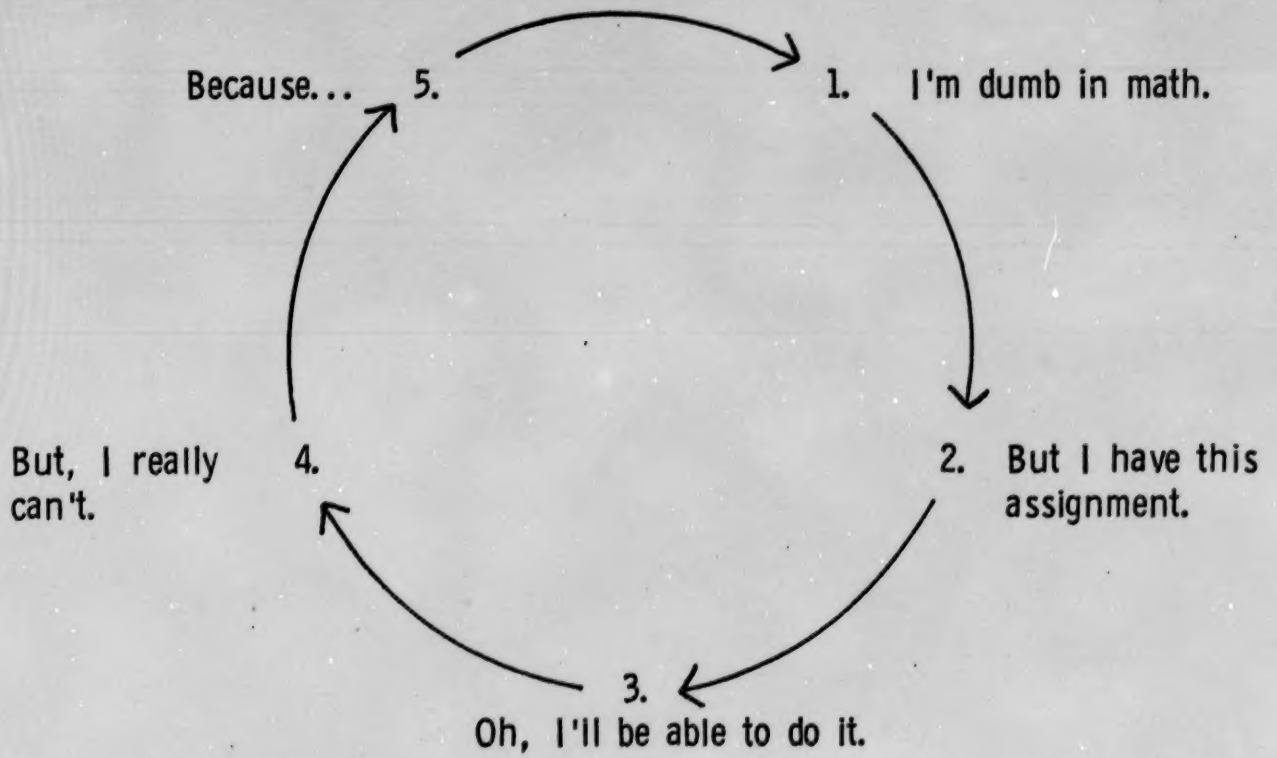
1. Present the lecture.

2. Ask for questions or comments.

Adapted from Rosten, Leo: Passions and Prejudices. New York: McGraw-Hill Book Company, 1978. pp. 1-4.

A HAIR! THERE'S A HAIR ON MY CHEST.
I WONDER IF SHE NOTICED?
THERE WAS SOMETHING ON YOUR CHEST

THE 'I AM' CIRCLE



Adapted From: Dyer, Wayne. Your Erroneous Zones, New York: Funk & Wagnalls, 1976, p. 84.

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ACTIVITY 18: TEACHING VALUES SURVEY

I. Purpose: To provide the opportunity for classroom teachers to clarify, reinforce, and affirm their positions on values related to the education profession.

II. Group Size:

A. Individual Activity.

B. Groups of four.

III. Time Required: Thirty minutes:

A. Ten minutes to prepare survey responses.

B. Seventeen minutes to share responses.

C. Three minutes to establish closure.

IV. Physical Setting: Form circles of chairs throughout the room for small groups.

V. Materials:

Facilitator	Participant
None	Pen or Pencil "Teaching Values Survey," Handout17

VI. Procedures:

A. Implementing the Activity:

1. Distribute the survey form and instruct the participants to take ten minutes to individually prepare their written statements.

   a. Be aware of the sensitive nature of these inquiries.

   b. With this in mind, it may be necessary to reinforce the idea that no one need fear any repercussions for expressing their values and that everyone may share as many or as few of their responses as they wish.

2. As the participants are writing, move about the room to answer individual questions.

3. Ask the participants to share their values with the members of the small groups.

a. This should be done in a manner that permits each member to share his or her thoughts about the first question before proceeding to the second.

b. Encourage the listeners to ask questions and seek more detail but not to force the participant to respond if he or she does not wish to do so.

B. Establishing Closure:

1. After the small group sharing is finished, ask if anyone heard or was supported by their colleagues to express an idea that might have positive impact in the school.

2. State that there are no right or wrong answers to these questions.

TEACHING VALUES SURVEY

1. With which types of learners are you most successful?

2. With which kinds of youngsters are you least successful?

3. What is your reaction to state and federal legislation related to school?

4. What qualities would a youngster have to exhibit for you to think of her or him as exceptional?

5. Make a list of what a learner should have acquired after being with you for one year. Do not limit your response to subject matter.

6. In order to improve the learning environment in your school, what would you change, add, and delete?

ACTIVITY 19: FORCED CHOICE ACTIVITY

I. Purpose: To clarify values on an individual basis as well as promote group discussions on differing opinions and attitudes.

II. Group Size:

A. Large group activity.

B. Groups of six to share responses.

III. Time Required: Twenty-five minutes:

A. Twenty minutes to conduct activity.

B. Five minutes for closure.

IV. Physical Setting: Arrange the chairs in a circle so that the participants can see one another during later discussion.

V. Materials:

Facilitator	Participant
chalkboard	Paper
chalk	Pen or Pencil
	One of the "Descriptions of Students" Handouts 18, 19 and 20 (optional)

VI. Procedures:

A. Before the Activity:

1. Three sets of statements describing students are included. Select the one that would be most appropriate for the group.

a. Handout 18 contains descriptions of elementary students only;

b. Handout 19 describes only secondary students and handout 20 is a combination.

2. Decide if you are going to read the statements to the group or duplicate them.

B. Implementing the Activity:

1. Ask the participants to draw the following diagram on their papers as you draw it on the chalkboard.

Most			
Neutral			
Least			

2. Explain that you will read descriptive statements and identifying phrases about nine students.

   a. After each statement is read, the participants will determine the strength of their reaction (most, neutral, least) to the statement and write the identifying phrase in one of the boxes.

      1) Emphasize that the ranking should be based on the strength of their feelings or reaction - not on the positiveness or negativeness of their reaction.

      2) Explain that a strong reaction can be either positive or negative.

         a) As a teacher, you could really like a certain type of student and want students of that type in your class. That would be a very strong positive reaction and you would mark one of the "most" boxes.

         b) Or, you could really dislike students with certain behaviors and/or characteristics and not want them in your class. That would be a very strong negative reaction and you mark one of the "least" boxes.

         c) If you have no reaction to a certain student, mark one of the "neutral" boxes.

   b. Inform the group that, as the activity progresses, they may change the placement of the identifying phrases and reorganize their rankings.

3. Read each statement in the set of descriptors you have selected or distribute handouts of the statements.

   a. Give the participants time to react and write the identifying phrase in one of the boxes.

C. Establishing Closure:

1. After the ranking is completed, ask the participants to form small groups.

a. Ask them to conduct a poll among their group members and to list each person's three "mosts."

b. Invite the participants to share individual thoughts and reactions, if they wish to do so in their small groups.

2. Call the group together.

a. Ask if anyone would like to share anything that they learned from this activity.

b. Point out that the statements did not label the students but described them using observable terms.

Adapted from Values Clarification by Sidney Simon, Leland Howe, & Howard Kirschenbaum. New York: Hart Publishing, 1972.

DESCRIPTORS

1. Rick (4th grade)
   - interrupts teacher and peers often
   - talks out of turn
   - goes to the bathroom often
   - unable to sit still
   - appears to be busy, but is wasting time
   - much physical contact with peers

2. Ronnie (3rd grade)
   - record shows three seizures in a two week period, two years ago
   - no indication of any since at school
   - works diligently at tasks
   - often volunteers to help teacher
   - drools due to medication
   - had difficulty relating to peers

3. Joan (6th grade)
   - above average IQ
   - completes work most of the time
   - sometimes talks to peers at inappropriate times
   - clean body, neat attire
   - seldom a discipline problem
   - expresses dislike for school

4. Lyle (1st grade)
   - clothes messy and tattered
   - dirty - has body odor
   - uses foul language
   - has poor eating habits
   - speaks poorly
   - tasks messy and incomplete

7. Shari (6th grade)
   - assertive - calls out in class
   - often withdraws from peer relationships
   - questions teacher's knowledge and judgment
   - works ahead of others in text books
   - will not follow teacher directions

8. Joe (2nd grade)
   - doesn't respond when called upon
   - fails to complete work sheets
   - work copied from board is poor/incorrect/incomplete
   - when listening, turns left ear to speaker
   - squints at chalkboard
   - parent visits school often

9. Robin (4th grade)
   - below average IQ
   - exhibits different language patterns
   - refuses to do assigned tasks
   - argues with classmates
   - aggressive on the playground
   - sometimes sullen, appears disinterested

DESCRIPTORS

1. Steve (9th grade)

- interrupts teacher and peers often
- talks out of turn (blurts out)
- late to class frequently
- taps desk with finger or pencil often
- does very little work
- much physical contact with peers

2. Jessica (12th grade)

- record shows seizures occurred in first grade
- no indication of any since at school
- works diligently at tasks
- appears lethargic or sleepy at times
- drools due to medication
- does not talk in class

3. Randy (8th grade)

- above average IQ
- completes work most of the time
- sometimes talks to peers at inappropriate times
- neat and well kept in appearance
- seldom a discipline problem
- states that he hates school

4. Deano (7th grade)

- clothes messy and tattered
- dirty - has body odor
- uses foul language
- spends lunch money for cigarettes
- speaks poorly
- tasks messy and incomplete

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5. Brent (7th grade)

- talks to himself
- on-task for short time
- inconsistent behavior - sometimes tantrums
- uses profanity
- distracts other students by talking
- does not appear to know why he is in class and has little interest in being there

6. Scott (10th grade)

- limited school attendance
- overweight and physically weaker than peers
- always tired (sometimes falls asleep)
- remains behind in work
- little or no eye contact
- displays tics such as rolling eyes back

7. Julie (8th grade)

- talks loudly in class without being called on
- does not appear to have friends
- questions teacher's knowledge and judgement
- does not complete assignments on time
- refuses to follow teacher directions

8. Christine (11th grade)

- doesn't respond when called on in class
- fails to complete assignments
- work copied from board is poor/incorrect/incomplete
- when listening, turns left ear to speaker
- squints at chalkboard
- parent visits school frequently

9. Mike (9th grade)

- below average IQ
- is mostly nonverbal
- refuses to do assigned tasks
- fights with classmates
- aggressive in hallways
- sometimes sullen, appears disinterested

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DESCRIPTORS

1. Rick (4th grade)
   - interrupts teacher and peers often
   - talks out of turn
   - goes to the bathroom often
   - unable to sit still
   - appears to be busy, but is wasting time
   - much physical contact with peers

2. Jessica (12th grade)
   - record shows seizures occurred in first grade
   - no indication of any since at school
   - works diligently at tasks
   - appears lethargic or sleepy at times
   - drools due to medication
   - does not talk in class

3. Joan (6th grade)
   - above average IQ
   - completes work most of the time
   - sometimes talks to peers at inappropriate times
   - clean body, neat attire
   - seldom a discipline problem
   - expresses dislike for school

4. Deano (7th grade)
   - clothes messy and tattered
   - dirty - has body odor
   - uses foul language
   - spends lunch money for cigarettes
   - speaks poorly
   - tasks messy and incomplete

5. Jerry (5th grade)

- talks to inanimate objects
- on-task for short time
- inconsistent behavior - sometimes tantrums
- uses profanity
- perseveration on speech and physical movement
- loses track of reality

6. Scott (10th grade)

- limited school attendance
- overweight and physically weaker than peers
- always tired (sometimes falls asleep)
- remains behind in work
- little or no eye contact
- displays tics such as rolling eyes back

7. Julie (8th grade)

- talks loudly in class without being called on
- does not appear to have friends
- questions teacher's knowledge and judgement
- does not complete assignments on time
- refuses to follow teacher directions

8. Joe (2nd grade)

- doesn't respond when called upon
- fails to complete work sheets
- work copied from board is poor/incorrect/incomplete
- when listening, turns left ear to speaker
- squints at chalkboard
- parent visits school often

9. Robin (3rd grade)

- below average IQ
- exhibits different language patterns
- refuses to do assigned tasks
- argues with classmates
- aggressive on the playground
- sometimes sullen, appears disinterested

ACTIVITY 20: WHAT MAKES TEACHERS HUMAN?

I. Purpose: To highlight those practices and qualities which based upon extensive research, students throughout the grades perceive as positive in helping them learn and feel good about themselves.

II. Group Size:

A. Same small groups as in Activity 18.

B. Large group.

III. Time Required: Thirty minutes:

A. Three minutes to introduce the activity.

B. Five minutes to brainstorm.

C. Ten minutes to develop statements in small groups.

D. Twelve minutes to develop large group list.

IV. Physical Setting: Small groups of tables and chairs spaced throughout the room.

V. Materials:

Facilitator	Participant
None	Paper or Pen "Characteristics of Human Teachers," (one per group) Handout 21

VI. Procedures:

A. Implementing the Activity:

1. Instruct each of the groups to brainstorm the qualities they believe make teachers appear human to their students.

   a. Tell them to record their responses on newsprint.

   b. Remind them of the rules for brainstorming.

2. Explain that after each group has completed their brainstorm activity, they will be asked to examine their brainstormed words and phrases and develop more complete and specific statements about which they can reach consensus.

3. Distribute Handout 21 to each group, and emphasize that Hamachek's statements do not constitute the "right answer."

   a. There will probably be considerable duplication of statements between the small groups and Hamachek's list.

4. Ask the groups to read Hamachek's list and use it as a catalyst in further developing specific statements from their own lists of brainstormed words and phrases.

5. When the small groups are finished, conduct a discussion in which the total group finalizes a list developed from their small group lists.

   a. Ask the group for suggestions of qualities to include on the total group list.

   b. Have either an assistant or one of the participants write each quality on newsprint when the group reaches consensus as to its inclusion.

   c. Post the newsprint sheets for the remainder of the workshop.

CHARACTERISTICS OF HUMAN TEACHERS[3]

1. Willingness to be flexible, to be direct or indirect as the situation demands.
2. Ability to perceive the world from the student's point of view.
3. Ability to "personalize" their teaching.
4. Skill in asking questions (as opposed to seeing oneself as a kind of answering service).
5. Willingness to experiment, to try out new things.
6. Knowledge of subject matter and related areas.
7. Provision of well-established examination procedures.
8. Provision of definite study helps.
9. Reflection of an appreciative attitude (evidenced by nods, comments, smiles, etc.)
10. Use of conversational manner in teaching - informal, easy style.

From, Behavior Dynamics in Teaching, Learning, and Growth, by Don E. Hamachek. Copyright © date by Allyn and Bacon, Inc. Reprinted by permission of Allyn and Bacon, Inc., 1975.

ACTIVITY 21: PROCESSING ACTIVITY III

I. Purpose: To assist participants in reflecting upon feelings and thoughts regarding handicapped individuals based upon information and experiences from the morning session.

II. Group Size:

A. Individual activity.

B. Small groups of three.

III. Time Required: Fifteen minutes:

A. Five minutes to explain the activity and for the participants to individually complete the response sheets.

B. Eight minutes to discuss responses.

C. Two minutes for closure.

IV. Physical Setting: Small groups of tables and chairs.

V. Materials:

Facilitator	Participants
None	"Processing Activity III," Handout 22

VI. Procedures:

A. Implementing the Activity:

1. Ask the participants to form new groups of three and distribute the response sheets.

2. Tell them that each is to reflect on the morning session and write his/her thoughts on the response sheets.

a. At the end of this time the participants are to then share the recorded responses with other members of the group.

b. Remind them that they may share as much or as little as they wish.

c. Further set the stage by telling the participants to think about what he/she has began to learn about their feelings, thoughts, and attitudes toward handicapped individuals.

1) Has there been changes in the participants' feelings, thoughts, and attitudes?

2) What new awareness has resulted from the morning session?

d. Ask if there are any questions.

3. Give the participants about three minutes to individually reflect and write responses.

4. At the end of three minutes tell the participants to share in the small groups as many or as few of their responses as they wish.

5. After about ten minutes of sharing in small groups, ask if there are any comments anyone would like to make.

6. Tell the group to save their processing forms for use later in workshop.

PROCESSING ACTIVITY III

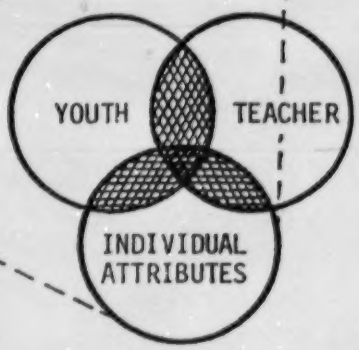
INDIVIDUAL ATTRIBUTES

1. I learned the following about the laws concerning handicapped learners:

2. I need further information and/or clarification about these parts of the law:

3. Recalling my thoughts about having handicapped learners in my classroom before this session, my perceptions have been changed as follows:

4. In a brief statement, my attitude toward handicapped individuals is:



AGENDA FOR MEETING THE LEAST RESTRICTIVE ENVIRONMENT CHALLENGE: PRELIMINARY CONSIDERATIONS FOR EDUCATORS

AFTERNOON OF THE SECOND DAY OF THE WORKSHOP

Activity 22:	Feelings About Serving a Handicapped Learner in the Classroom	1:00 - 1:30
Activity 23:	Educating Handicapped Learners in the Classroom	1:30 - 2:30
	Coffee Break	2:30 - 2:45
Activity 24:	Accommodating Handicapped Learners in the Least Restrictive Environment	2:45 - 3:30
Activity 25:	Processing Activity IV	3:30 - 4:05

ACTIVITY 22: FEELINGS ABOUT SERVING A HANDICAPPED LEARNER IN THE CLASSROOM

I. Purpose: To provide participants with an opportunity to verbalize their attitudes toward serving handicapped learners in regular classroom settings.

II. Group Size: Small groups of three.

III. Time Required: Thirty minutes:

A. Five minutes to form groups, explain the activity and the situation.

B. Twenty minutes to complete the activity.

C. Five minutes to provide closure.

IV. Physical Setting: The small groups of chairs spaced throughout the room.

V. Materials:

Facilitator	Participant
None	Pen or Pencil Paper

VI. Procedures:

A. Before the Activity:

1. The situation which is provided is only an example. Rewrite it so it directly relates to the participants in your group.

   a. For example, if all the participants are from the same school district you may want to use the name of one of the schools as the meeting place, the name of one of the principals, and so on.

   b. The objective is to make the situation as real as possible.

2. You may need to change the situation and question to meet the needs of the audience.

   a. For example, if the participants are administrators, the question which "A" poses might be changed to: "How do you feel about having handicapped students in regular classroom settings in this school district?"

B. Implementing the Activity:

1. Ask the participants to number off and form groups of three.

   a. Explain that each group of three is a triad and within each triad one participant is to be designated as "A," another as "B," and the third as "C."

   b. Further explain that in the triad "A" is the talker, "B" is the listener, and "C" is the observer/ recorder. Tell the participants that everyone will take part in all the roles before the activity is completed.

2. Ask participants to decide upon "A," "B," and "C" roles.

3. Ask the participants to sit back, relax, and to imagine the situation you are about to explain. Relate a situation similar to the one on page 156.

4. Then explain that in each triad "A" is to begin by asking "B" the question: "How do you feel about having a handicapped child in your classroom?'

   a. "A" is to serve as an active listener to "B" and to provide feedback at the end of three minutes.

   b. "C" is to record the highlights of what "B" is saying.

   c. "C" also shares anything "A" missed in the feedback period and also provides a copy of the written responses to "B."

5. Tell them that they have five minutes for each sharing session: three minutes for "B" to talk, two minutes for "A" to provide feedback, and for "C" to add any additional comments.

   a. Ask if there are any questions.

6. Call time at the end of each three minute sharing session and at the end of each two minute feedback session.

   a. Tell the participants to change roles and repeat the process.

b. Repeat this sequence three times to allow each participant to serve in each role.

C. Establishing Closure:

1. Ask the participants to share with the entire group what they discovered, experienced, or learned from participants in this activity.

2. Remind them that they may share as much or as little as they wish to.

EXAMPLE SITUATION

The end of August has arrived and you are headed back to school for a day of inservice before the school year begins. As you travel along, a hundred different thoughts about the new year come and go - the students you will have, how many will there be, who will they be, at what levels will they be working; the new reading series the school has adopted; the new bulletin board and how new it will look in your classroom; the new teacher who will be next door; etc.

You arrive at school and wave at some of the other teachers who have also just arrived. You load your arms full of materials which go to your classroom. As you enter the buildings you are amazed at how comfortable you feel - those same halls, the same smell, and the same tingles that you get at the beginning of each new year.

In the auditorium you find a seat by some of the other teachers and chat about the summer until the superintendent begins to extend his yearly welcome. Next comes the introduction of new faculty, the same old pep speeches, the same kick off by a well know educator who talks about motivation, the same faculty lunch of fried chicken, etc.

In the afternoon, meetings are held at the schools with the principals providing an overview of the year, making committee appointments, handing out schedules, etc. As you listen to the principal your mind is still racing with all the thoughts of the new year. Then you realize the principal has just made reference to working with handicapped children. But you pay little heed as that pertains only to the special education teachers. Then you realize the principal is speaking to both the special education teachers and those teachers who teach in the regular classrooms. Did you hear correctly? Did the principal say that some of you who have regular classrooms will have a handicapped child in your classroom? What is all this talk about a public law, and the least restrictive environment? As you tune in more closely, you realize the principal has said there definitely will be handicapped children who will be educated in the regular classrooms. The principal goes go on to explain that these children may be in the regular class on a full-time basis or may be there on a part-time basis, depending on the individual needs of

the student. You start to protest that you have no training in working with these children just as the principal announces that you should not be concerned because you will be provided with several in-service sessions. These sessions will include information on handicapped children, instructional strategies, and use of instructional materials. In addition, the special education teachers will provide support services.

The principal proceeds to hand out the class rolls for the new year. You anxiously wait. Your name is called and the principal hands you the list. As you slowly open the page and run your eyes down the list, one name pops out at you - the name of a student who has been in a special education class.

ACTIVITY 23: EDUCATING HANDICAPPED LEARNERS IN THE CLASSROOM

I. Purpose: To provide participants with an opportunity to observe a handicapped student being educated in a general education classroom.

- To provide participants with an opportunity to observe special education personnel and general education personnel working together to serve the needs of a handicapped student.
- To provide participants with some techniques to use with a handicapped student in a general education classroom.

II. Group Size: Large group.

III. Time Required: Sixty minutes:

A. Five minutes to introduce the film.

B. Twenty-five minutes to view it and answer questions.

C. Thirty minutes to explain handouts.

IV. Physical Setting: Lecture setting with everyone having a clear view of the screen.

V. Materials:

Facilitator	Participant
Film projector 16mm, sound Screen Film: "He Comes From Another Room" or alternative	Two or three handouts on techniques to use with handicapped students in the general education classroom, (the ones provided may need modification), Handouts 23 and 24 .

VI. Procedures:

A. Before the Activity:

1. Prepare handouts that present different techniques/ideas to use with handicapped students in general education classes.

   a. Two or three different handouts should be distributed.

   b. They should contain ideas applicable to the age and grade level of students that the participants in the audience are teaching.

c. Examples are provided but need to be modified to meet the needs of the group.

B. Implementing the Activity:

1. Explain the major reasons for viewing the film.

a. The film shows a handicapped student who has been integrated into the general education classroom.

b. It illustrates how general and special educators work together in determining the needs of the student and in providing a program to meet these needs.

2. Show the film.

a. Ask the participants to share reactions about the film.

b. Remind them that they may share as much or as little as they wish.

3. Distribute the handouts and review each with the participants.

a. Clarify and expand on the information in the handouts - don't read it to them.

b. Ask if there are any questions or comments.

4. Select one technique mentioned in the handouts and ask the participants to discuss in the large group how it could be implemented in the general education classroom.

5. Ask the participants to select one or two techniques that they would like to discuss how to implement with the group.

C. Establishing Closure.

1. Ask the participants to review the handouts and select one technique they will implement in their classroom, after the workshop, with a handicapped student or a student that is having difficulty.

NOTE: View the film at least two times before showing it to the participants. A lot of action is taking place and it takes at least two viewings to have a comprehensive understanding of all the roles being presented in the film.

If this film is not available, select another one which illustrates a student being educated in the general education classroom. Try to choose one that portrays a student who is the age and grade level that most of the participants in the audience are teaching. "He Comes From Another Room" was produced by the National Institute of Mental Health, Department of Health, Education and Welfare. It can be obtained from: (rental $12.50)

National Audio Visual Center
Washington, DC 20409

Two alternatives to "He Comes From Another Room" are: "Nicky: One of My Best Friends." This shows a typical day in the life of Nicky, a boy born blind and with CP, who is enrolled in a regular 5th grade class. Available from: (rental $25.00)

CRM/McGraw-Hill Films, Inc.
c/o Association Films, Inc.
600 Grand Avenue
Ridgefield, NJ 07657

"Harold." This shows a visually impaired fourteen year old boy who is mainstreamed for all his classes. He receives support services from a resource teacher and uses some special equipment.

Available from: (rental $12.00 per day)

Encyclopedia Britannica
Educational Corporation
Preview/Rental Department
425 North Michigan
Chicago, Illinois 60611

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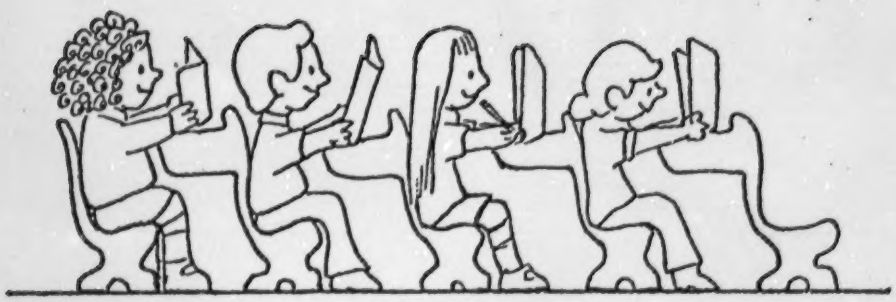
HELPING THE TEACHER...
HELP THE STUDENT



STRATEGIES FOR HELPING THE HANDICAPPED STUDENT

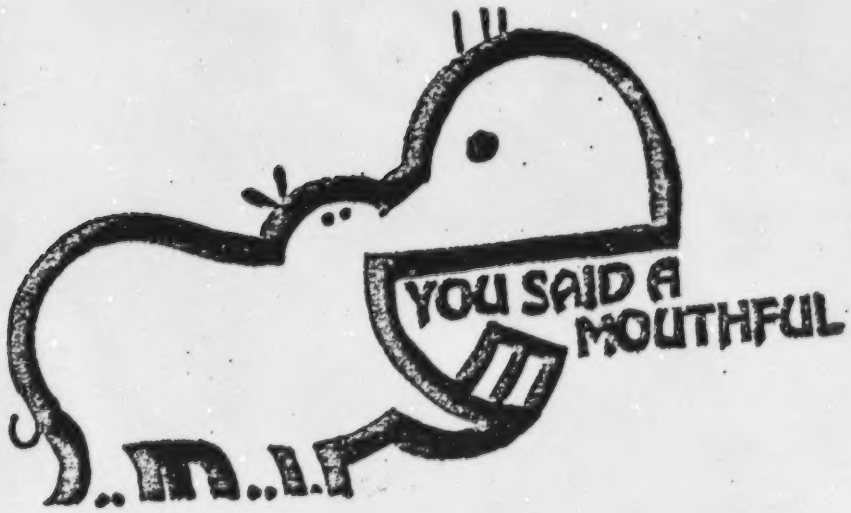
IN THE

GENERAL EDUCATION CLASSROOM AT THE ELEMENTARY LEVEL

BEHAVIOR

What can a teacher do when a student is restless and distractable?

- Allow the student to run errands, sharpen pencils or other motor activities to release energy constructively.
- Place the student in a quiet environment, such as a carrel, to avoid distraction.
- Avoid seating the student near a window or door.
- Be consistent - students respond best to definite, orderly procedures.
- When a student appears to be inattentive, look for ways to involve the student in activity, such as distributing papers.



FOLLOWING DIRECTIONS

What can a teacher do when a student has difficulty following directions?

- Provide directions orally and in writing by putting directions on the board or providing a sheet of directions the student can use for reference.
- Tape record directions and allow the student to listen as many times as necessary.
- Utilize student assistants to man a "helping" station for clarifying directions.
- After giving directions, check to make sure the student understands what is expected by having him repeat the directions back.

PENCIL AND PAPER TASKS

What can a teacher do if a student is unable to determine where to begin on paper, skips items and writes all over the page?

- Modify the amount of work on a page - instead of one page with twenty problems, provide four pages with five problems on each page.
- Have the student use paper with lines darkened by markers to facilitate writing on the lines.
- Teach the student to type work instead of writing it.
- Allow the student to use a tape recorder or respond verbally when taking tests.
- Provide visual cueing by:
  - color-coding the place to begin
  - drawing arrows to indicate direction of sequence
  - blocking or masking all but the item the student is working on.

MOTIVATION

What can a teacher do if a student "daydreams" frequently?

- Check to make sure the work is not too difficult or too easy.
- Try to make the task more interesting, for example, by allowing a student to print answers to math problems with a library stamp.
- Set a timer to ring at random intervals and reinforce the student when the bell goes off, if he is working.

"I DON'T WANT TO"

What can a teacher do if a student refuses to do an activity?

- Ignore statements like, "I don't want to" or "I won't do it."
- If the student destroys his paper, provide him with another identical paper.
- Don't allow the student to participate in another activity.
- Reinforce the student as soon as he begins the task.
- Ask the student to do small amounts of work and upon completion, allow the student to make one move in a checker game you're playing with him.
- Provide several activities to teach a skill and allow the student to choose the one he would like to do.

- SLOW STARTER

What can a teacher do if a student is slow to start work?

- When an activity is assigned, set a time for one minute and allow extra recess time if everyone has begun work when the bell rings.
- Provide the student with a work area free from noise and distraction.
- Reinforce the student as soon as he begins an activity.
- Chart the number of minutes that pass before a student begins a task and reinforce the student when growth is reflected on the chart.
- Provide the student with a task that is simpler or shorter than usual and if the student begins quickly, continue giving the easier task until a pattern of beginning immediately is formed - gradually increase the complexity and length of the task.

Developed by the Midwest Regional Resource Center, Drake University, Des Moines, Iowa, 1979.

INDIVIDUALIZED INSTRUCTION: APPROPRIATE FOR ALL STUDENTS

WHAT IS IT?

Individualized instruction is instruction that is appropriate to the unique needs of a student. It is not too difficult or too easy. It does not force the student to move too fast or too slow, and it is centered around materials and activities which match the student's learning style.

WHAT IT IS NOT:

Individualized instruction does not require that each student in a classroom be tutored on a one-to-one basis. It does require a teacher to plan individually for each student, taking into consideration that student's unique needs.

WHAT IS IT IMPORTANT?

P.L. 94-142 calls for handicapped students to be educated in the least restrictive environment. Because of this, the general education teacher will be receiving more handicapped students in the classroom. Teachers who can individualize instruction will have little difficulty integrating these handicapped students into their classrooms.

WHO WILL BENEFIT?

All students, handicapped and non-handicapped, will benefit from instruction which provides learning experiences appropriate for each student's unique needs.

WHAT ARE THE BENEFITS?

Individualization of instruction has many benefits for all students. Some of the benefits are:

- students are able to succeed rather than fail.
- student's self-concept improves.
- student self-reliance increases and dependence on the teacher decreases.

HOW CAN A TEACHER INDIVIDUALIZE INSTRUCTION?

There are many ways to individualize instruction. Listed below are some techniques which may facilitate the process:

1. Diagnostic-prescriptive teaching:

A classroom teacher can individualize instruction through diagnostic prescriptive teaching. The first step is to organize the skills which are taught in a classroom into a logical sequence. The second step is systematically determine where each student is in the sequence through the use of informal diagnosis. Student worksheets, skill checklists, teacher-made tests, and classroom observations are some sources of this information. A teacher is constantly getting feedback from students and needs to be alert for patterns of behavior that indicate instructional needs. To construct a teacher-made test, take a few sample items or problems that you are going to teach. Ask the student to complete them.

The point where a student "breaks down" or has difficulty with the task is where instruction would begin. This leads to the third step - prescribing instruction. Once a teacher knows specifically what a student can't do, a prescription or plan for instruction can be written to meet that student's unique needs. To summarize, diagnostic-prescriptive teaching includes a thorough diagnosis of what a student can and cannot do. This is followed by a plan for remediation that is based on the student's strengths and weaknesses. In diagnostic-prescriptive teaching, a student's progress is constantly checked to be sure the prescription remains relevant. Diagnostic-prescriptive teaching is appropriate for all students - gifted, handicapped and non-handicapped.

2. Learning Centers:

A teacher can begin the process of individualizing instruction in a classroom using a learning center approach. Learning centers have evolved from the familiar interest centers, science corners, book nooks and project areas that teachers have been using for years. A learning center is an area within the classroom where a student can work on a specific task. In the designated area, materials and resources related to the task are organized in an interesting fashion. A learning center is based on an objective, and contains multi-level activities and materials for a student to use in mastering that objective.

Some benefits to the learning center approach to individualizing instruction are:

- motivates students to learn task.
- provides alternative activities for student to choose from.
- allows for individual students' learning style by providing materials which require a variety of response modes.
- allows for individual students' academic needs by providing activities at a variety of different levels.
- builds independence in the student by including instructions which a student can follow without constant teacher guidance.

A classroom may contain one learning center which provides reinforcement for skills being taught, or a classroom may be converted to a total learning center system, such that all learning takes place through learning centers. Following are the basic steps for developing a learning center:

a) Choose a topic.
b) Decide what skill or objective will be taught.
c) Design the activities which will occur at the center. Be sure to include a variety of activities at different ability levels.
d) Prepare and organize materials for the activities.
e) Develop a method of scheduling students into centers, and a record keeping system.

Learning centers are a method of individualizing instruction which makes provisions for the ability level and the learning style of each student.

3. Tutoring:

The use of tutors in the classroom has enabled many teachers to effectively individualize instruction. A teacher has many resources for tutoring available, such as:

- classroom peers
- cross-age peers (older students)
- parents
- volunteers
- teacher aides

Many teachers have found the use of peers as tutors to be most profitable because teaching a skill to another student reinforces the skill for the tutor. Also, students in a peer tutoring experience learn from each other. A handicapped students may be able to teach a skill to a non-handicapped student as well as the reverse. Some ideas which may be helpful in initiating peer tutoring include:

- Provide training to students who would like to be tutors in relating to students.
- Have students interview each other to find out who would like to teach what.
- Post charts of "teachers" a student may call upon for help in a certain area.
- Refer to the chart when a student comes to you for help.
- Develop "learning sequences" or scripts for students to use in tutoring.

4. Contracts:

One method of individualizing instruction for a particular student is through the use of a contract. A contract is an agreement between a student and a teacher which states what the student will do. It can be written for, by or with a student. Both the student and the teacher need to agree on the terms of the contract. To formalize the contract, both the student and the teacher need to sign, indicating their agreement, and determine a projected completion date.

Some benefits of the contract approach to individualizing instruction include:

- The student is given responsibility for completing work.
- The work that is expected of the student is clearly outlined in the contract.
- The student works independently at his own rate, competing only with himself.
- The teacher can prescribe activities on an individual basis for many students through the use of contracts.
- The teacher is free to work with individuals or small groups while students are completing their contracts.

5. Learning Activity Packets:

A teacher can also individualize instruction in a classroom through the use of self-instruction units called learning activity packets or LAPS. A LAP is a package or folder of materials designed to teach or reinforce a skill. A LAP can be used individually by a student at his desk or with a tutor. A "library" of LAPS within a classroom would assist in the individualization process. A LAP contains the following:

- An objective or skill the student will be able to do when the LAP is completed.
- A pretest to determine where the student is functioning.
- A variety of activities designed to teach the student the skill.
- A post-test to determine whether or not the student mastered the objective.
- A number of additional activities for a student whose post-test indicated a need for more drill or repetition.

Some benefits of the LAP approach to individualizing include:

a) Students work through a lap at their own speed.
b) LAPs are motivational to students since they are able to experience success by working at their ability level, and they may choose which activities within a LAP they want to do.
c) LAPS take into account individual student's learning styles providing a variety of types of activities.

Use of the learning activity package as a means of individualizing instruction allows a variety of students who are performing at different levels to work in the same classroom.

Developed by the Midwest Regional Resource Center, Drake University, Des Moines, Iowa, 1979.

ACTIVITY 24: ACCOMMODATING HANDICAPPED LEARNERS IN THE LEAST RESTRICTIVE ENVIRONMENT

I. Purpose: To provide participants with an opportunity to list positive and negative consequences of placing handicapped learners in the least restrictive environment.

- To assist participants to identify alternatives to solve negative consequences of placing handicapped learners in the least restrictive environment.

II. Group Size: Small groups of four.

III. Time Required: Forty-five minutes;

A. Five minutes to form groups and explain the activity.

B. Eight minutes for listing the positive reasons.

C. Eight minutes for listing the negative reasons.

D. Fourteen minutes for developing solutions.

E. Ten minutes to establish closure.

IV. Physical Setting: Arrange the furniture so each of the small groups can work in a semi-circle. Each semi-circle needs to face a wall where newsprint can be hung.

V. Materials:

Facilitator	Participants
None	Three sheets of newsprint (per group) Marking pen (one per group) Roll of masking tape (one per group)

VI. Procedures:

A. Before the Activity:

1. Prepare three sheets of newsprint for each small group.

a. Divide the newsprint into three columns.

b. Write the words POSITIVE CONSEQUENCES above the first column, NEGATIVE CONSEQUENCES above the middle column, and SOLUTIONS above the last column.

B. Implementing the Activity:

1. Ask the participants to form groups of four.

   a. Suggest that they work with at least one participant with whom they have not worked before.

2. Tell the participants that as a group they are to brainstorm all the positive consequences which could result from placing handicapped children in the least restrictive educational environment, such as a regular classroom.

   a. Tell them to record the responses on the newsprint sheet in the POSITIVE CONSEQUENCES column.

   b. When they have completed that, they are to do the same for negative consequences.

   c. Then they are to examine each negative consequence and brainstorm at least two solutions or ways to solve each negative reason.

      1) These are to be recorded in the SOLUTIONS column.

      2) The solutions can be both "human" such as using volunteers or "non-human" such as "different materials."

      3) Encourage the participants to be as creative as possible when developing solutions.

   d. Ask if there are any questions.

3. Tell the participants they have approximately thirty minutes to complete the activity.

4. Observe the groups as the activity is being completed. Be available to answer any questions. If a group appears to be experiencing difficulty producing responses, provide assistance.

C. Establishing Closure:

1. Bring closure by asking one or two of the groups to volunteer to read their responses.

2. Ask the other groups if there are any additional responses they want to add.

3. Encourage the participants to read the responses of other groups during their breaks.

ACTIVITY 25: PROCESSING ACTIVITY IV

I. Purpose: To assist participants in reflecting upon understandings, feelings, thoughts, and attitudes regarding youth, self, and individual attributes of learners.

II. Group Size: Small groups of four.

III. Time Required: Thirty-five minutes:

A. Three minutes to explain the activity.

B. Ten minutes for the participants to complete the Response Sheet individually.

C. Twelve minutes for the participants to share their responses in small groups.

D. Ten minutes for large group discussion.

IV. Physical Setting: Small groups of chairs spaced throughout the room.

V. Materials:

Facilitator	Participant
None	"Processing Activity IV", Handout 25 Large marking pen (one per group) Roll of masking tape (one per group) Three sheets of newsprint (per group)

VI. Procedures:

A. Before the Activity:

1. Across the top of one sheet print YOUTH, on the second sheet print TEACHER, and on the third print INDIVIDUAL ATTRIBUTES.

2. On the left-hand side of each sheet print, NEW EXPERIENCES, REINFORCED, AND QUESTIONS/CONCERNS. Be sure and leave enough space to write several statements under each category.

B. Implementing the Activity:

1. Distribute handout 25 and tell the participants to find the three "Processing Activity" response sheets they previously completed.

a. Explain that, for the next ten minutes, each is to review the three sheets, reflect on the last two

days and complete the new handout.

b. The purpose of the activity is to provide each participant with an opportunity to reflect on his/her understanding, knowledge, feelings and attitudes regarding the three components of the workshop: youth, self and individual attributes.

1) Explain that in the circle titled YOUTH, each participant is to record what new feelings thoughts and awarenesses he/she has had regarding youth as a result of this workshop.

2) In the same circle, they are to record any new knowledge, feelings and attributes they have had reinforced as a result of this workshop. These are to be recorded under REINFORCED.

3) In the same circle, they are to record under QUESTIONS/CONCERNS any questions or concerns they have as a result of this workshop.

4) Explain that they are to do the same in the TEACHER and INDIVIDUAL ATTRIBUTES circles.

2. Tell the participants that after individual recording of responses, they are to meet in the same small groups as in the previous activity.

a. In small groups, they are to reach consensus on statements that reflect the new experiences, reinforced ideas and questions/concerns they have for each of the three topics (Youth, Teacher and Individual Attributes).

b. They are to record these statements on newsprint.

3. Ask if there are any questions.

4. Give the participants ten minutes to individually complete the handout.

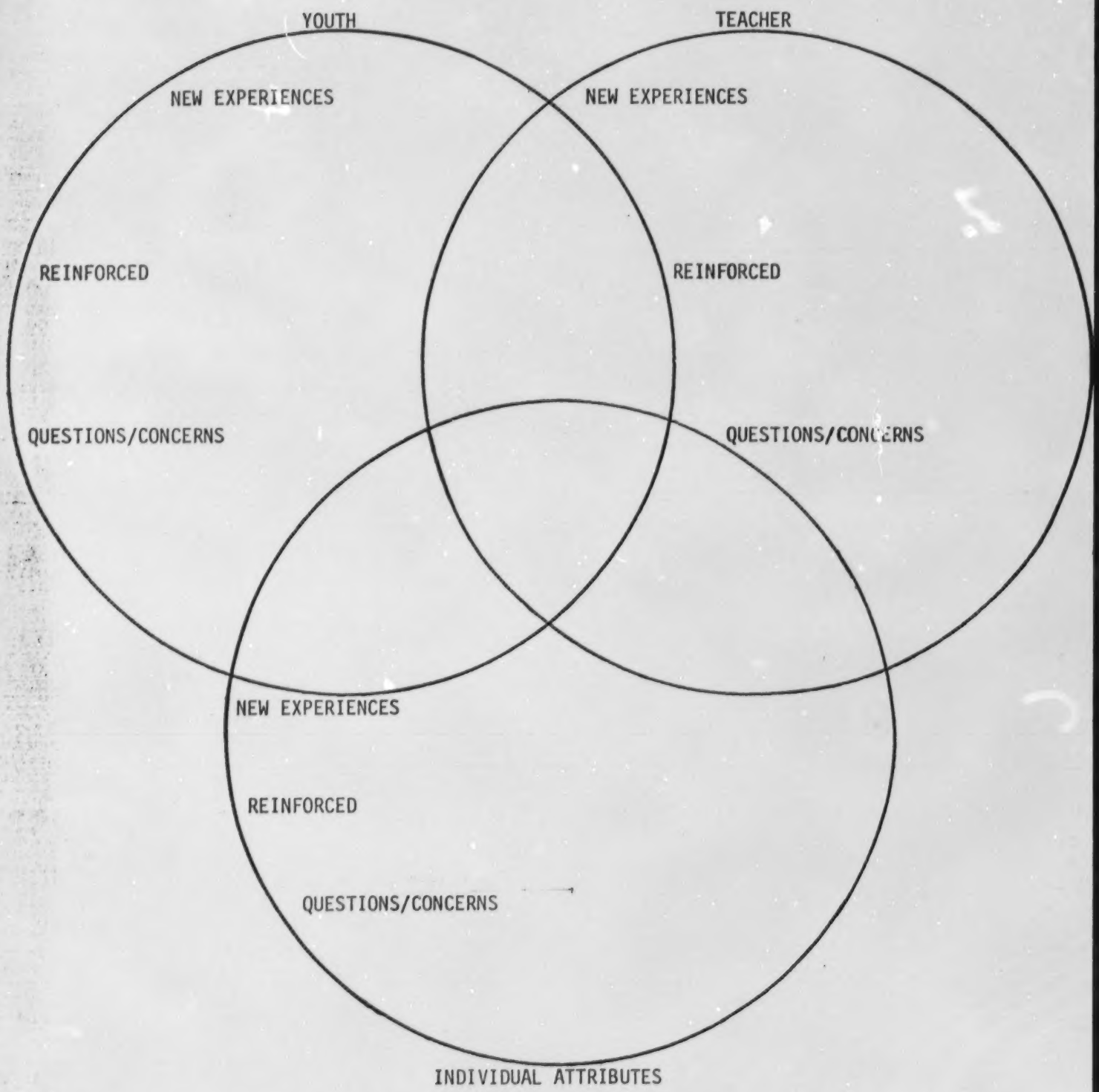
5. At the end of five minutes then tell them to form the triads and generate and record responses on the newsprint sheets.

C. Establishing Closure:

1. After about twenty minutes, or as the triads complete the task, ask if there are any comments the participants would like to make.

2. Post the newsprint sheets.

PROCESSING ACTIVITY IV



AGENDA FOR MEETING THE LEAST RESTRICTIVE ENVIRONMENT

CHALLENGE: PRELIMINARY CONSIDERATIONS FOR EDUCATORS

MORNING OF THE THIRD DAY OF THE WORKSHOP

Activity 26:	Recall a Time When....	8:30 - 9:00
Activity 27:	Designing a Least Restrictive Environment	9:00 - 10:00
	Coffee Break	10:00 - 10:15
Activity 28:	Attitude Collage	10:15 - 11:00
Activity 29:	Processing Activity V	11:00 - 11:30
	Evaluation	11:30 - 12:00

ACTIVITY 26: RECALL A TIME WHEN...

I. Purpose: To stimulate the participants' thinking about previous experiences in the classroom when he/she provided a least restrictive environment for a learner with unique attributes and exceptionalities.

- To reinforce the fact that teachers have developed and do develop plans and implement lessons designed to provide for individual learners.

II. Group Size: Small groups of three.

III. Time Required: Thirty minutes:

A. Ten minutes to explain the activity and to allow the participants to prepare their statements.

B. Fifteen minutes to share statements.

C. Five minutes for total group discussion.

IV. Physical Setting: Small circles of chairs spaced around the room.

V. Materials:

Facilitator	Participant
None	Pen or pencil "Guidelines for Recalling a Time When...", Handout 26

VI. Procedures:

A. Implementing the Activity:

1. Tell the participants to form small groups of three with individuals they have not worked with previously.

2. Tell them that they are going to complete another "listening exercise" similar to the one in Activity 22.

a. Explain that each one of them will have four minutes to share an experience where they developed a least restrictive environment for a student.

1) During that four minute time period, one of the small group members should take the role of listener/information seeker in order to clarify the statements of the speaker.

2) The other participant should assume the part of listener/observer so that he/she may provide feedback after the presentation.

b. Explain that the major difference from Activity 22 is that all three participants may speak during the four minute presentation -- the key element is open interaction.

1) In other words, during the four minutes, the listener/information seeker and listener/observer may comment and ask questions rather than waiting until the end of the time period.

2) They will also have one minute at the end of the discussion to share feedback.

c. Remind the group that everyone will have a chance to take each role.

3. Ask the participants to take a few minutes to think about the experience they wish to relate to the group.

a. Distribute handout 26 to each group member.

b. Tell them they may use these statements to guide them in their presentation.

4. After about five minutes, ask the participants to select the roles they want to take during the first session and to begin.

a. Call time after four minutes and ask the participants to take one minute to share feedback.

5. Ask them to change roles and begin the second session.

B. Establishing Closure:

1. At the conclusion of the three five-minute segments, encourage total group sharing.

a. Emphasize the fact that concerned teachers have been developing least restrictive environments in the past and will be in the future, regardless of laws calling for such action.

GUIDELINES FOR RECALLING A TIME WHEN ...

Consider including the following when describing how you created a least restrictive environment for a student.

1. The classroom setting:

2. The learner's attributes and/or exceptionalities:

3. The activities planned and implemented:

4. The outcomes of the activities:

5. The extent and nature of the teacher's direct involvement with the learner:

6. The activities with which the other non-handicapped students were involved:

7. How the effort would be/was altered in a similar situation that occured later:

ACTIVITY 27: DESIGNING A LEAST RESTRICTIVE ENVIRONMENT

I. Purpose: To provide participants with an opportunity to design a least restrictive environment.

- To assist participants in developing an individual awareness that they can design a least restrictive environment for a handicapped student.

II. Group Size: Small groups of three.

III. Time Required: Sixty minutes:

A. Ten minutes to explain the activity.

B. Forty minutes to complete the activity.

C. Ten minutes to share responses.

IV. Physical Setting: Arrange tables and chairs in small groups.

V. Materials:

Facilitator	Participant
None	"Directions for Designing A Least Restrictive Environment", Handout 27 "Designing a Least Restrictive Environment Gameboard", Handout 28 Die (one per group) Four markers (per group) "Designing a Least Restrictive Environment Response Sheet", Handout 29

VI. Procedures:

A. Implementing the Activity:

1. Explain that for the next hour the participants will be involved in a game which provides an opportunity to design a least restrictive environment which will meet the needs of an individual learner.

Adapted from "Designing Materials for the Educationally Handicapped" in Informal Diagnosis and Prescriptive Programming: A Workshop, developed by the Midwest Regional Resource Center, Drake University, Des Moines, Iowa. 1976.

2. Distribute handout 27 and review it with the participants.

3. Distribute one copy of handout 28 to each group and explain the choices in the "Instructional Placement" column.

4. Distribute the markers, die, and handout 29.

B. Establishing Closure:

1. Ask one or two of the groups to volunteer to share their least restrictive environment.

2. Ask if there are any questions or comments.

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DIRECTIONS FOR DESIGNING A LEAST RESTRICTIVE ENVIRONMENT

1. Select one member of the group to roll the die.
2. Roll the die.
3. Place a marker on the board on the corresponding number in the first column under INSTRUCTIONAL PLACEMENT according to the number that shows on the die.
4. Continue rolling the die and placing a marker in each of the next three columns under INSTRUCTIONAL LEVEL, HANDICAPPING CONDITION, and CHARACTERISTICS.
5. Read the descriptive statements and design a learning environment which will accommodate the needs of the hypothetical learner. This environment should take into consideration such variables as curriculum, instructional strategies, and instructional materials.
6. Complete the Designing A Least Restrictive Environment Response Sheet with your group.

DESIGNING A LEAST RESTRICTIVE ENVIRONMENT GAMEBOARD

INSTRUCTIONAL PLACEMENT	INSTRUCTIONAL LEVEL	HANDICAPPING CONDITION	CHARACTERISTIC
1. Enrolled in regular classroom.	1. Preschool	1. Emotionally Disturbed	1. Does not feel comfortable when asked to work with others.
2. Enrolled in regular classroom with tutorial assistance.	2. Primary (Grades 1-2)	2. Hearing Handicapped	2. Easily frustrated and resorts to temper outburst when upset.
3. Enrolled in regular classroom with one hour in resource room.	3. Intermediate (Grades 3-4)	3. Learning Disability	3. Has difficulty understanding what is expected. Directions often have to be repeated.
4. Enrolled in regular classroom with half-day in resource room.	4. Intermediate (Grades 5-6)	4. Mentally Retarded	4. Likes to be with others and is well liked by other students.
5. Enrolled in regular classroom with support personnel assistance.	5. Junior High (Grades 7-9)	5. Speech Impaired	5. Acts out to seek attention of the teacher and other students.
6. Enrolled in special class with integration into regular class for two academic areas.	6. Senior High (Grades 10-12)	6. Visually Handicapped	6. Very shy and passive.

DESIGNING A LEAST RESTRICTIVE ENVIRONMENT RESPONSE SHEET

INSTRUCTIONAL PLACEMENT:

INSTRUCTIONAL LEVEL:

HANDICAPPING CONDITION:

CHARACTERISTIC:

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DESCRIPTION OF LEARNING ENVIRONMENT:

ACTIVITY 28: ATTITUDE COLLAGE

I. Purpose: To provide participants with an opportunity to identify and share their understanding of and attitudes toward educating handicapped individuals in the general education classroom.

II. Group Size: Small groups of three.

III. Time Required: Forty-five minutes:

A. Five minutes to explain the activity.

B. Thirty minutes to complete the activity.

C. Ten minutes for closure.

IV. Physical Setting: Arrange small groups of tables and chairs around the room.

V. Materials:

Facilitator	Participant
None	Poster board (22" x 28" or 28" x 44" (one per group) "Directions for Making the Collage," Handout 30 (one per group) Magazines Crayons Markers Yarn Scraps of material Scissors Glue (Anything else that provides a medium through which to develop the collage)

VI. Procedures:

A. Implementing the Activity:

1. Distribute handout 30 and explain that the collage is to be based on the participants' understanding of, and attitudes toward, educating handicapped individuals in the least restrictive environment.

a. Explain to the participants that they will have only thirty minutes to complete the collages.

b. Ask if there are any questions.

2. Show the participants where materials can be found.

3. As the participants work on the collages, move about the room to answer questions and provide any needed assistance.

C. Establishing Closure:

1. When the collages are completed, post them about the room.

2. Encourage the participants to take time to view the completed collages.

3. Ask for one or two groups to volunteer to share a description of their collages and what discoveries they made while developing them.

DIRECTIONS FOR MAKING THE COLLAGE

The purpose of this activity is to give you an opportunity to summarize and share your understanding of, and attitudes toward, serving handicapped individuals in the least restrictive environment. Do this by making a collage which will be posted in the room. To complete this activity:

1. Select two other participants to work with.
2. Secure a piece of poster board from the facilitator.
3. Have a group sharing session in which you will decide what feelings, reactions, concerns, and hopes you want to express through the collage.
4. Develop a theme or title for the collage.
5. Write a paragraph to explain your rationale. This rationale will be attached to the bottom right-hand corner of the collage.
6. Use any medium, i.e., pictures from magazines, print, drawings, to develop the collage.
7. Take forty minutes to complete your group collage.

ACTIVITY 29: PROCESSING ACTIVITY V

I. Purpose: To elicit from participants perceptions of attitude changes and modifications as a result of the workshop.

II. Group Size: Large group.

III. Time Required: Thirty minutes:

A. Five minutes to explain the activity.

B. Twenty-five minutes to conduct the activity.

IV. Physical Setting: Arrange the chairs in a large semi-circle facing a wall where newsprint can be hung.

V. Materials:

Facilitator	Participant
Newsprint Tape Markers	None

VI. Procedures:

A. Implementing the Activity:

1. Tell the participants that the last two and one-half days have included a series of exercises designed to assist them in developing an understanding of individual attitudes regarding youth, self, and individual attributes.

   a. Review the model and explain that as an individual develops an awareness of his/her perceptions of each of the components, that individual has a better understanding of being able to serve and work with youth, more specifically, handicapped students.

2. Explain that for the next thirty minutes the participants will be involved in sharing individual perceptions of each the three components of the model.

3. Remind them that they may share as much or as little as they wish.

4. At the top of a sheet of newsprint, write the word YOUTH and encourage the participants to share the following:

   a. What new information was gained from the material presented?

b. What new perceptions were acquired?

c. What thoughts, feelings and attitudes evolved as a result of exposure to the material and involvement in the activities?

5. Record the responses of the participants. After all the participants' responses have been recorded or after about five minutes, write the word SELF across the top of another sheet of newsprint and proceed in the same manner. Follow the same approach for INDIVIDUAL ATTRIBUTES.

NOTE: *This is the last of the processing activities and serves as a culminating exercise. The questions which are included are only suggested questions and should be changed if you recognize a need to do so. However, the questions which are included were designed to proceed from asking the participants to reveal rather "non-personal" and "safe" information to revealing much more personal information about themselves. This process is encouraged no matter what questions are included.*

The facilitator should be part of the circle and only stand and leave the circle when recording responses on newsprint.

APPENDIX

MEETING THE LEAST RESTRICTIVE ENVIRONMENT CHALLENGE:
PRELIMINARY CONSIDERATIONS FOR EDUCATORS

Location: Date:

Day I

Please help us improve future workshops by completing this evaluation form. We appreciate your comments.

Please circle the number which best expresses your feelings:

1. The purpose of the workshop was:
   1 2 3 4 5
   Vague — Clearly Evident

2. The organization of the workshop was:
   1 2 3 4 5
   Poorly Organized — Well Organized

3. The information presented was:
   1 2 3 4 5
   Not Useful — Very Useful

4. The design of the workshop activities was:
   1 2 3 4 5
   Poor — Excellent

5. As a participant in the workshop I was:
   1 2 3 4 5
   Not Interested/Involved — Very Interested/Involved

6. Overall, I think the workshop was:
   1 2 3 4 5
   Poor — Excellent

7. List three things you liked best about today's workshop:

8. List three things you liked least about the workshop and would suggest changing:

COMMENTS: (Use back of page if desired)

Job Title/Position

Name (optional)

MEETING THE LEAST RESTRICTIVE ENVIRONMENT CHALLENGE:
PRELIMINARY CONSIDERATIONS FOR EDUCATIORS

Location: Date:

Day II

Please help us improve future workshops by completing this evaluation form. We appreciate your comments.

CONFERENCE GOAL: Please indicate the degree to which you feel the conference goals were met, as:

1 2 3 4 5
Not Met Met
(EXAMPLE)

1. To enhance awareness and understanding of P.L. 94-142 and the Least Restrictive Environment concept. 1 2 3 4 5

2. To enhance awareness and understanding of attitudes regarding educating handicapped students in general education classrooms 1 2 3 4 5

Please circle the number which best expresses your feelings:

1. The purpose of the workshop was: 1 2 3 4 5
Vague Clearly Evident

2. The organization of the workshop was: 1 2 3 4 5
Poorly Organized Well Organized

3. The information presented was: 1 2 3 4 5
Not Useful Very Useful

4. The design of the workshop activities was: 1 2 3 4 5
Poor Excellent

5. As a Participant in the workshop I was: 1 2 3 4 5
Not Interested/ Involved Very Interested/ Involved

(OVER PLEASE)

6. As a result of this workshop, an understanding of my own attitudes and values has:

1	2	3	4	5
Not Increased				Greatly Increased

7. As a result of this workshop, my understanding of youth's rights has:

1	2	3	4	5
Not Increased				Greatly Increased

8. As a result of this workshop, my understanding of individual attributes has:

1	2	3	4	5
Not Increased				Greatly Increased

9. Overall, I think the workshop was:

1	2	3	4	5
Poor				Excellent

10. List three things you liked best about the workshop.

11. List three things you liked least about the workshop and would suggest changing.

Additional Comments:

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Job Title/Position

Name (optional)

MEETING THE LEAST RESTRICTIVE ENVIRONMENT CHALLENGE:
PRELIMINARY CONSIDERATIONS FOR EDUCATORS

Location: Date:

To what degree do you feel comfortable about having a handicapped student in your class as a result of this workshop?

1	2	3	4	5	6	7
Much LESS Comfortable						Much MORE Comfortable

Since this workshop began, have you had a change of attitude concerning handicapped individuals? YES_____ NO_____

Explain:

Have you had a change of attitude about having handicapped students in your regular school class?

YES_____ NO_____

Explain:

List any remaining concerns you have in any of the following areas:

Youth's rights:

Individual attributes:

Your own attitude about the handicapped:

Other:

AGENDA FOR A TWO DAY WORKSHOP

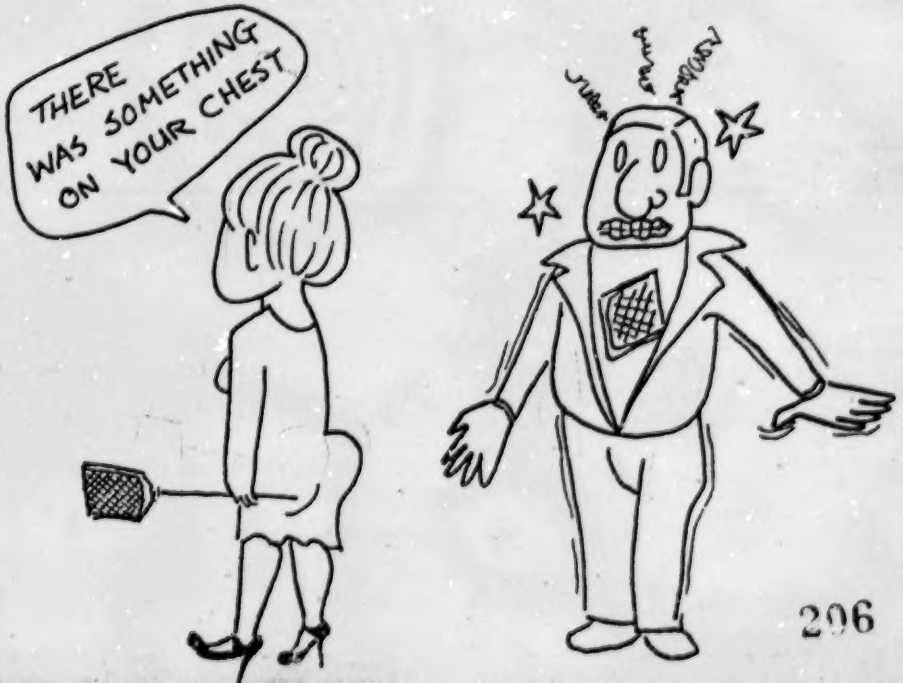
Often, administrators are more willing to invite their staff to attend a two day workshop rather than one lasting two and one-half days. The following is an agenda for such a workshop.

MORNING OF THE FIRST DAY		TIME
Activity 1:		8:00 - 8:15
Activity 3:		8:15 - 8:30 *
Activity 4:		8:30 - 9:00
Activity 5:		9:00 - 9:20 *
Activity 6:		9:20 - 10:10
	Break	10:10 - 10:25
Activity 7:		10:25 - 10:35
Activity 8:		10:35 - 10:55
Activity 11:		10:55 - 11:35
Activity 9:		11:35 - 11:50
AFTERNOON OF THE FIRST DAY		
Activity 10:		1:00 - 1:05
Activity 12:		1:05 - 2:05
	Break	2:05 - 2:20
Activity 13:		2:20 - 3:05
Activity 16:		3:05 - 3:45
Activity 14:		3:45 - 4:00
MORNING OF THE SECOND DAY		
Activity 17:		8:00 - 8:25
Activity 18:		8:25 - 8:55
Activity 19:		8:55 - 9:20
Activity 20		9:20 - 9:50
	Break	9:50 - 10:05
Activity 22:		10:05 - 10:35
Activity 23:		10:35 - 11:35
Activity 21:		11:35 - 11:50
AFTERNOON OF THE SECOND DAY		
Activity 24:		12:50 - 1:35
Activity 26:		1:35 - 2:05

	Break	2:05 - 2:20
Activity 27:		2:20 - 3:20
Activity 25:		3:20 - 3:55
EVALUATION		3:55 - 4:15

A HAIR! THERE'S A HAIR ON MY CHEST.

I WONDER IF SHE NOTICED?


THERE WAS SOMETHING ON YOUR CHEST